St. Andrew's
Church of England Primary School
ENRICHING LIVES

PSHE, RSE AND CITIZENSHIP
Curriculum Journey

1. What is PSHE, RSE and Citizenship?

Personal, Social, Health and Economic (PSHE), Relationships and Sex education (RSE) and Citizenship education allows pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, to establish positive relationships and prepare for life and work. It encourages children to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core (colour-coded) themes: Health and Wellbeing, Relationships and Living in the Wider World (including economic wellbeing and aspects of careers education). RSE and Citizenship are embedded within our PSHE curriculum and as such when reference is made to PSHE we include those elements identified within RSE and Citizenship.

2. Through the eyes of our children, PSHE, RSE and Citizenship is important because:

'It helps us to get ready for our future by making sure that we are safe. It also helps us understand that it is important to be respectful to others which helps us to develop positive relationships.'

3. Curriculum Intent

Our aim is to deliver a PSHE curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, we aim for them to become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We are dedicated to ensuring that St. Andrew's is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school. Behaviour and attitude to learning is underpinned by values that are taught through PSHE lessons, making it integral to the success of the whole school. PSHE is at the heart of our school ethos and embedded within the school's values.

4. Implementation

The teaching and implementation of the PSHE, RSE and Citizenship curriculum at St. Andrew's is based on the Early Learning Goals and National Curriculum guidance supported by expectations from the PSHE Association; ensuring a well-structured approach.

Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

Our programme of Study is structured around an overarching question for each half term. These begin in EYFS and develop in Key Stage 1 as 'What? and 'Who?'' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions.

The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme.

Many of the learning opportunities, refer to 'managing' or 'responding to' challenging situations. By these terms we mean a variety of strategies which, depending on the context, might include:

- being able to identify risks or warning signs
- resisting internal or external pressures
- making informed decisions
- exit strategies for unsafe situations
- knowing whom, how and when to ask for help (including reporting concerns)

The terms 'managing' and 'responding to' in learning opportunities, should not be interpreted as suggesting that children and young people are responsible for the risks they encounter. Therefore, whilst teachers should endeavour to equip pupils with the knowledge and skills to help keep themselves and others safe, language and activities should never imply that blame or responsibility rests with anyone who has experienced, or is at risk of experiencing, harm.

Our pupils should be able to organise their knowledge, skills and understanding on the following key concepts:

- increase independence and physical and social awareness
- develop effective relationships
- assume greater personal responsibility
- manage personal safety (including online)
- manage the physical and emotional changes at puberty
- introduce pupils to a wider world
- make an active contribution to their communities

4.1 EYFS

In EYFS the provision is planned to ensure development in Physical, Social and Emotional Development (PSED), which occurs daily. In provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice.

To support the teaching of RSE in EYFS we use the NSPCC Talk Pants resource, which is specifically created early years and primary school children, with engaging and age-appropriate messages.
Talk PANTS centres on five key rules:

- Privates are private.
- Always remember your body belongs to you.
- No means no.
- Talk about secrets that upset you.
- Speak up, someone can help.

At St Andrew's we know that sharing messages such as these with children at an early age can be beneficial in helping to protect our children. Research from the NSPCC also suggests that the messages are most valuable when taught at a young age. Staff will answer children's questions whenever they arise.

4.2 KS1 and KS2

In KS1 and KS2 we teach using the PSHE Association curriculum. PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during EYFS to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

To support our teaching of RSE in KS1 and KS2 we use FPA - Yasmin and Tom (a PSHE Association Quality Assured resource). It covers topics that include the body, hygiene, relationships, families, friendship, online and offline safety and puberty. Although this remains a timetabled and structured programme, staff answer children's questions on the subject matter as and when they may arise.

4.3 British Values and the 9 Protected Characteristics

As a school, we have a continued focus on British Values and the 9 protected characteristics; both are embedded within the entirety of our PSHE, RSE and Citizenship curriculum. Children are encouraged to consider the British Values and 9 Protected Characteristics within the area of PSHE that they are learning. We aim for our children to understand themselves and the world around them in the most holistic way possible.

4.5 Whole School

Our PSHE curriculum is taught as outlined in this curriculum journey with a combination of themed days and bespoke units. Our curriculum is designed to develop knowledge and skills that are progressive as well as transferable.

We teach PSHE, RSE and Citizenship in a variety of ways:

- as a discrete subject
- through collective worship
- through cross-curricular links with RE, History, Geography, English, Mathematics and Science
- through educational visits
- through community work and activities

We encourage our children to take part in a range of practical roles and activities that promote active citizenship:

- Sports Ambassador
- School Councillor
- Wellbeing Champs
- Junior Road Safety Officer
- Young Leaders
- class and whole school fundraising
- Reading Buddies
- engagement in school and community events

- developing school charters
- through opportunities to meet and work with members of the community
- participation in, and promotion of National events such as Road Safety Week

5. Impact

Through the explicit teaching of the PSHE, RSE and Citizenship concepts, knowledge, skills and attitudes, teachers and the children assess their learning continuously throughout the lesson. At the end of each unit, teachers complete unit evaluations, assessing attainment against the PSHE Association outcomes to make informed judgements about the depth of their learning and the progress children have made over time.

We have many PSHE opportunities that take place in our school on a regular basis. These include:

- educational visits
- sporting tournaments
- PSHE lessons
- exposure to a wide variety of literature
- encouraging children to see things from different perspectives
- our Seven Knights awards
- Open the Book, Picture News and Mindful Wellbeing collective worships,
- Year 5 and 6 children attending a residential trip to Aylmerton Field and Study Centre
- School Council
- Road Safety Officers
- Sports Ambassadors
- Young Leaders

6. Programmes of Study

-Health and Wellbeing

-Relationships

-Living in the Wider World

6.1 Programmes of Study - EYFS

Nursery	Reception	ELG
Personal Social and Emotional Development • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling.	**Personal Social and Emotional Development** • See themselves as a valuable individual. • Build constructive and respectful relationships. • 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. • Think about the perspectives of others. • Manage their own needs.	**Personal Social and Emotional Development** **Self-Regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships** • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. Taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings. They form positive relationships with adults and other children

6.2 Programmes of Study – KS1 and KS2

Health and Wellbeing – Physical Wellbeing

KS1	KS2
H1. about what keeping healthy means; different ways to keep healthy **H2.** about foods that support good health and the risks of eating too much sugar **H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday **H4.** about why sleep is important and different ways to rest and relax **H5.** simple hygiene routines that can stop germs from spreading **H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy **H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health **H8.** how to keep safe in the sun and protect skin from sun damage **H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV **H10.** about the people who help us to stay physically healthy	**H1.** how to make informed decisions about health **H2.** about the elements of a balanced, healthy lifestyle **H3.** about choices that support a healthy lifestyle, and recognise what might influence these **H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle **H5.** about what good physical health means; how to recognise early signs of physical illness **H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. **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 **H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn **H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it **H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can

	be managed **H11.** how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) **H12.** about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer **H13.** about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online **H14.** how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

6.3 Programmes of Study – KS1 and KS2

Health and Wellbeing - Mental Health

KS1	KS2
H11. about different feelings that humans can experience **H12.** how to recognise and name different feelings **H13.** how feelings can affect people's bodies and how they behave **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) **H18.** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good **H19.** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it **H20.** about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	**H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health **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 **H17.** to recognise that feelings can change over time and range in intensity **H18.** about everyday things that affect feelings and the importance of expressing feelings **H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; **H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations **H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others **H22.** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult **H23.** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement **H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

6.4 Programmes of Study – KS1 and KS2

Health and Wellbeing – Growing and Changing

KS1	KS2
H21. to recognise what makes them special **H22.** to recognise the ways in which we are all unique **H23.** to identify what they are good at, what they like and dislike **H24.** how to manage when finding things difficult **H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) **H26.** about growing and changing from young to old and how people's needs change **H27.** about preparing to move to a new class/year group	**H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) **H26.** that for some people gender identity does not correspond with their biological sex **H27.** to recognise their individuality and personal qualities **H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth **H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking **H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction **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) – **part of Science Curriculum** **H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene **H33a.** about the processes of reproduction and birth as part of the human life cycle; how babies need to be cared for[1] – **part of Science Curriculum** **H33b** how babies are conceived and born and that there are ways to prevent a baby being made **H34.** about where to get more information, help and advice about growing and changing, especially about puberty – **part of Science Curriculum** **H35.** about the new opportunities and responsibilities that increasing independence may bring **H36.** strategies to manage transitions between classes and key stages

6.5 Programmes of Study – KS1 and KS2

Health and Wellbeing – Keeping Safe

KS1	KS2
H28. about rules and age restrictions that keep us safe **H29.** to recognise risk in simple everyday situations and what action to take to minimise harm **H30.** about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) **H31.** that household products (including medicines) can be harmful if not used correctly **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 **H33.** about the people whose job it is to help keep us safe **H34.** basic rules to keep safe online, including what is 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 **H35.** about what to do if there is an accident and someone is hurt **H36.** how to get help in an emergency (how to dial 999 and what to say)	**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 **H38.** how to predict, assess and manage risk in different situations **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 **H40.** about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) **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 **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 something seen or read online and how to report concerns, inappropriate content and contact **H43.** about what is meant by first aid; basic techniques for dealing with common injuries[2] **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 **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[3] - **taught at an appropriate level to relevant cohorts**

6.6 Programmes of Study – KS1 and KS2

Health and Wellbeing – Drugs, Alcohol and Tobacco

KS1	KS2
H37. about things that people can put into their body or on their skin; how these can affect how people feel **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	**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 **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 **H48.** about why people choose to use or not use drugs (including nicotine, alcohol and medicines); **H49.** about the mixed messages in the media about drugs, including alcohol and smoking/vaping **H50.** about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

6.7 Programmes of Study – KS1 and KS2

Relationships – Families and Close Positive Relationships

KS1	KS2
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives **R2.** to identify the people who love and care for them and what they do to help them feel cared for **R3.** about different types of families including those that may be different to their own **R4.** to identify common features of family life **R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	**R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) **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 **R3.** 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 **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 **R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart **R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another **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 **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 **R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

6.8 Programmes of Study – KS1 and KS2

Relationships – Friendships

KS1	KS2
R6. about how people make friends and what makes a good friendship **R7.** about how to recognise when they or someone else feels lonely and what to do **R8.** simple strategies to resolve arguments between friends positively **R9.** how to ask for help if a friendship is making them feel unhappy	**R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing **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 relationships **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 **R13.** the importance of seeking support if feeling lonely or excluded **R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them **R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others **R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends **R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely **R18.** to recognise if a friendship (online or offline) is making them feel

6.9 Programmes of Study – KS1 and KS2

Relationships – Managing Hurtful Behaviour and Bullying

KS1	KS2
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online **R11.** about how people may feel if they experience hurtful behaviour or bullying **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	**R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour **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 **R21.** about discrimination: what it means and how to challenge it

6.10 Programmes of Study – KS1 and KS2

Relationships – Safe Relationships

KS1	KS2
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private **R14.** that sometimes people may behave differently online, including by pretending to be someone they are not **R15.** how to respond safely to adults they don't know **R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe **R17.** about knowing there are situations when they should ask for permission and also when their permission should be sought **R18.** about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) **R19.** basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe **R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	**R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); **R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns **R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know **R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact **R26.** about seeking and giving permission (consent) in different situations **R27.** 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 **R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this **R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

6.11 Programmes of Study – KS1 and KS2

Relationships – Respecting Self and Others

KS1	KS2
R21. about what is kind and unkind behaviour, and how this can affect others **R22.** about how to treat themselves and others with respect; how to be polite and courteous **R23.** to recognise the ways in which they are the same and different to others **R24.** how to listen to other people and play and work cooperatively **R25.** how to talk about and share their opinions on things that matter to them	**R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online **R31.** 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 when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships **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 **R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own **R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

6.12 Programmes of Study – KS1 and KS2

Living in the Wider World – Shared Responsibilities

KS1	KS2
L1. about what rules are, why they are needed, and why different rules are needed for different situations **L2.** how people and other living things have different needs; about the responsibilities of caring for them **L3.** about things they can do to help look after their environment	**L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws **L2.** to recognise there are human rights, that are there to protect everyone **L3.** about the relationship between rights and responsibilities **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 **L5.** ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

6.13 Programmes of Study – KS1 and KS2

Living in the Wider World – Communities

KS1	KS2
L4. about the different groups they belong to **L5.** about the different roles and responsibilities people have in their community **L6.** to recognise the ways they are the same as, and different to, other people	**L6.** about the different groups that make up their community; what living in a community means **L7.** to value the different contributions that people and groups make to the community **L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities **L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes **L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

6.14 Programmes of Study – KS1 and KS2

Living in the Wider World – Media Literacy & Digital Resilience

KS1	KS2
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others **L8.** about the role of the internet in everyday life **L9.** that not all information seen online is true	**L11.** recognise ways in which the internet and social media can be used both positively and negatively **L12.** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results **L13.** about some of the different ways information and data is shared and used online, including for commercial purposes **L14.** about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information **L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images **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

6.15 Programmes of Study – KS1 and KS2

Living in the Wider World – Economic wellbeing: Money

KS1	KS2
L10. what money is; forms that money comes in; that money comes from different sources **L11.** that people make different choices about how to save and spend money **L12.** about the difference between needs and wants; that sometimes people may not always be able to have the things they want **L13.** that money needs to be looked after; different ways of doing this	**L17.** about the different ways to pay for things and the choices people have about this **L18.** to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' **L19.** that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) **L20.** to recognise that people make spending decisions based on priorities, needs and wants **L21.** different ways to keep track of money **L22.** about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe **L23.** about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations **L24.** to identify the ways that money can impact on people's feelings and emotions

6.16 Programmes of Study – KS1 and KS2

Living in the Wider World – Economic wellbeing: Aspirations, Work and Career

KS1	KS2
L14. that everyone has different strengths **L15.** that jobs help people to earn money to pay for things **L16.** different jobs that people they know or people who work in the community do **L17.** about some of the strengths and interests someone might need to do different jobs	**L25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes **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 **L27.** about stereotypes in the workplace and that a person's career aspirations should not be limited by them **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) **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 **L30.** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation **L31.** to identify the kind of job that they might like to do when they are older **L32.** to recognise a variety of routes into careers (e.g. college, apprenticeship, university

6.17 Programmes of Study - Next Steps

KS3
At **key stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

KS4
At **key stage 4**, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

7. Progression

- through each strand

7.1 Progression of skills in EYFS

	Development Matters & ELG
Nursery	**PSED** Self-Regulation • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Managing Self • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Building Relationships • Become more outgoing with unfamiliar people, in the safe context of their setting • Show more confidence in new social situations • Play with one or more other children, extending and elaborating play ideas • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Begin to understand how others might be feeling **Understanding the World** Past and Present • Begin to make sense of their own life-story and family's history • Show interest in different occupations People, Culture and Communities • Continue to develop positive attitudes about the differences between people
Reception	**PSED** Self-Regulation • Identify and moderate their own feelings socially and emotionally • Manage their own needs: - personal hygiene • 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 Managing Self • See themselves as a valuable individual • Show resilience and perseverance in the face of challenge.

	Building Relationships • Build constructive and respectful relationships • Express their feelings and consider the feelings of others • Think about the perspectives of others. **Understanding the World** Past and Present • Comment on images of familiar situations in the past. People, Culture and Communities • Talk about members of their immediate family and community • Name and describe people who are familiar to them.
ELG	**PSED** Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Building Relationships • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs **Understanding the World** Past and Present • Talk about the lives of the people around them and their roles in society People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

7.2 Progression of Skills KS1 & KS2 – Health and Wellbeing

Y1	**What helps us stay healthy?** Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
	Who helps to keep us safe? Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
Y2	**What helps us to stay safe?** Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
	What can help us grow and stay healthy? Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun
	How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27	• how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it

LKS2	**What keeps us safe?** Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services
	Why should we eat well and look after our teeth? Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14 ***taught as part of Science**	• how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care
	Why should we keep active and sleep well? Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14	• how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried
	What strengths, skills and interests do we have? Self-esteem: self-worth; personal qualities; goal setting; managing setbacks PoS refs: H27, H28, H29, L25	• how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
	How can we manage risk in different places? Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	• how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is

		anti-social or against the law
	How can we manage our feelings? Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	• how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings
UKS2	**How will we grow and change?** Growing and changing; puberty PoS refs: H31, H32, H34 ***taught to Y5 as a discrete afternoon linked to RSE**	• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty
	What makes up our identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	• how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
	How can we help in an accident or emergency? Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44 ***taught as a discrete afternoon**	• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services
	How can drugs common to everyday life affect health? Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50	• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs

	How can we keep healthy as we grow? Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	• how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: ➢ how to plan a healthy meal » how to stay physically active ➢ how to maintain good dental health, including oral hygiene, food and drink choices ➢ how to benefit from and stay safe in the sun ➢ how and why to balance time spent online with other activities ➢ how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep ➢ how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • *that mental health difficulties can usually be resolved or managed with the right strategies and support that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else* **only taught if appropriate for cohort*

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7.3 Progression of Skills KS1 & KS2 – Relationships

Y1	**What is the same and different about us?** Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	• what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
	Who is special to us? Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	• that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
Y2	**What makes a good friend?** Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	• how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
	What is bullying? Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	• how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
LKS2	**How can we be a good friend?** Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

	What are families like? Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
	How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	• how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
UKS2	**How can friends communicate safely?** Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	• about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
	What will change as we become more independent? and **How do friendships change as we grow?** Different relationships, changing and growing, adulthood, independence, moving to secondary school PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16 ***taught to Y6 only as a discrete afternoon linked to RSE***	• that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - ***how babies are conceived and born**** and how they need to be cared for • ***that there are ways to prevent a baby being made**** • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

7.4 Progression of Skills KS1 & KS2 – Living in the Wider World

Y1	**What can we do with money?** Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	• what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this
	How can we look after each other and the world? Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group
Y2	**What jobs do people do?** People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	• how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
LKS2	**What makes a community?** Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them
	How can our choices make a difference to others and the environment? Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	• how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
UKS2	**What decisions can people make with money?**	• how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store

	Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
	What jobs would we like? Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32	• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
	How can the media influence people? Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23	• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints

8. Progression and Implementation of Discrete RSE

9.1 The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic wellbeing.

9.2 As part of our provision, as appropriate, we will refer to the following resources:

- NSPCC Talk Pants
- FPA Yasmin and Tom

9.3 Yearly Progression and Implementation of Discrete RSE

	Nursery	Reception	KS1 - Y1	KS1 - Y2	KS2 – Y3	KS2 – Y4	KS2 – Y5	KS2 – Y5
Term 1	Talk PANTS Design your own pants	Talk PANTS Design your own pants Labelling parts of the body 'Good' and 'Bad' touch People you can trust	My brilliant body Naming body parts	My brilliant body Naming body parts				
Term 2			Friendships and feelings Different families					
Term 3			Keeping clean and taking care of myself				Changes at puberty Periods (menstruation)	Wet dreams and masturbation Making babies: -sexual intercourse -assisted fertility and multiple births -pregnancy and birth
Term 4				Keeping safe	Families and getting on with our families My personal and private body parts and keeping safe Body care			
Term 5			Keeping safe	Keeping clean and taking care of myself				
Term 6				Friendships and feelings				

10. Implementation

10.1 KS1 - 2 Year Summary of Coverage

Cycle A/C – T1	**Relationships** **What is the same and different about us?**
Cycle A/C – T2	**Relationships** **Who is special to me?**
Cycle A/C – T3	**Health and Wellbeing** **What makes us stay healthy?**
Cycle A/C – T4	**Living in the Wider World** **What can we do with money?**
Cycle A/C – T5	**Health and Wellbeing** **Who helps to keep us safe?**
Cycle A/C – T6	**Living in the Wider World** **How can we look after each other and the world?**
Cycle B/D – T1	**Relationships** **What makes a good friend?**
Cycle B/D – T2	**Relationships** **What is bullying?**
Cycle B/D – T3	**Living in the Wider World** **What jobs do people do?**
Cycle B/D – T4	**Health and Wellbeing** **What helps us to stay safe?**
Cycle B/D – T5	**Health and Wellbeing** **What can help us to grow and stay healthy?**
Cycle B/D – T6	**Health and Wellbeing** **How do we recognise our feelings?**

10.3 Lower KS2 - 2 Year Summary of Coverage

Cycle A/C – T1	**Relationships** **How can we be a good friend?**
Cycle A/C – T2	**Health and Wellbeing** **What keeps us safe?**
Cycle A/C – T3	**Relationships** **What are families like?**
Cycle A/C – T4	**Health and Wellbeing** **Why should we eat well and look after our teeth?** *taught as part of Science
Cycle A/C – T5	**Health and Wellbeing** **Why should we keep active and sleep well?**
Cycle A/C – T6	**Living in the Wider World** **What makes a community?**
Cycle B/D – T1	**Health and Wellbeing** **What strengths, skills and interests do we have?**
Cycle B/D – T2	**Health and Wellbeing** **How can we manage risk in different places?**
Cycle B/D – T3	**Relationships** **How do we treat each other with respect?**
Cycle B/D – T4	**Health and Wellbeing** **Why should we eat well and look after our teeth?** *taught as part of Science
Cycle B/D – T5	**Health and Wellbeing** **How can we manage our feelings?**
Cycle B/D – T6	**Living in the Wider World** **How can our choices make a difference to others and the environment?**

10.4 Upper KS2 - 2 Year Summary of Coverage

Cycle A/C – T1	**Relationships** **How can friends communicate safely?**
Cycle A/C – T2	**Relationships** **How do friendships change as we grow?**
Cycle A/C – T3	**Health and Wellbeing** **How can we keep healthy as we grow?**
Cycle A/C – T4	**Health and wellbeing** **How will we grow and change?** *taught as a discrete RSE afternoon
Cycle A/C – T5	**Health and Wellbeing** **How can drugs common to everyday life affect health?**
Cycle A/C – T6	**Living in the Wider World** **What decisions can people make with money?**
Cycle B/D – T1	**Health and Wellbeing** **What makes up a person's identity?**
Cycle B/D – T2	**Health and Wellbeing** **How can we manage risk in different places?** **How can we help in an accident or emergency?** *taught as a discrete afternoon
Cycle B/D – T3	**Relationships** **What will change as we become more independent?** **How do friendships change as we grow?**
Cycle B/D – T4	**Health and wellbeing** **How will we grow and change?** *taught as a discrete RSE afternoon
Cycle B/D – T5	**Living in the Wider World** **What jobs would we like?**
Cycle B/D – T6	**Living in the Wider World** **How can the media influence people?**

11. Medium Term Plans

11.1. Progression across Cycle A/C

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	What makes me special? *Family* *Appearance*	What makes me special? *Likes and dislikes* *Hobbies* *Changes from birth to now*	**Relationships** **What is the same and different about us?**	**Relationships** **How can we be a good friend?**	**Relationships** **How can friends communicate safely?**
Term 2	Staying safe (Inc. Internet and night). *Using internet* *Being seen at night*	Staying safe (Inc. Internet and night). *Penguin Pig* *Firework safety* *Road safety*	**Relationships** **Who is special to me?**	**Health and Wellbeing** **What keeps us safe?**	**Relationships** **How do friendships change as we grow?**
Term 3	Friendship *Sharing* *Kindness*	Friendship *What makes a good friend?* *Playground games*	**Health and Wellbeing** **What makes us stay healthy?**	**Relationships** **What are families like?**	**Health and Wellbeing** **How can we keep healthy as we grow?**
Term 4	Looking after our planet *Water*	Looking after our planet *Saving electricity* *Pollution* *Recycling*	**Living in the Wider World** **What can we do with money?**	**Health and Wellbeing** **Why should we eat well and look after our teeth?** ***taught as part of Science**	**Health and Wellbeing** **How will we grow and change?** ***taught as a discrete afternoon**
Term 5	Looking after our planet *Recycling in school*	Being Healthy *Mental wellbeing*	**Health and Wellbeing** **Who helps to keep us safe?**	**Health and Wellbeing** **Why should we keep active and sleep well?**	**Health and Wellbeing** **How can drugs common to everyday life affect health?**
Term 6	Being Healthy *Exercise* *Oral Health*	Being Healthy *Diet* *Oral Health*	**Living in the Wider World** **How can we look after each other and the world?**	**Living in the Wider World** **What makes a community?**	**Living in the Wider World** **What decisions can people make with money?**

11.2 Progression across Cycle B/D

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	**What makes me special?** *Family* *Appearance*	**What makes me special?** *Likes and dislikes* *Hobbies* *Changes from birth to now*	**Relationships** **What makes a good friend?**	**Health and Wellbeing** **What strengths, skills and interests do we have?**	**Health and Wellbeing** **What makes up a person's identity?**
Term 2	**Staying safe (Inc. Internet and night).** *Using internet* *Being seen at night*	**Staying safe (Inc. Internet and night).** *Penguin Pig* *Firework safety* *Road safety*	**Relationships** **What is bullying?**	**Health and Wellbeing** **How can we manage risk in different places?**	**Health and Wellbeing** **How can we manage risk in different places?**
Term 3	**Friendship** *Sharing* *Kindness*	**Friendship** *What makes a good friend?* *playground games*	**Living in the Wider World** **What jobs do people do?**	**Relationships** **How do we treat each other with respect?**	**Relationships** **What will change as we become more independent?**
Term 4	**Looking after our planet** *Water*	**Looking after our planet** *Saving electricity* *Pollution* *Recycling*	**Health and Wellbeing** **What helps us to stay safe?**	**Health and Wellbeing** **Why should we eat well and look after our teeth?** ***taught as part of Science**	**Health and Wellbeing** **How will we grow and change?** ***taught as a discrete afternoon**
Term 5	**Looking after our planet** *Recycling in school*	**Being Healthy** *Mental wellbeing*	**Health and Wellbeing** **What can help us to grow and stay healthy?**	**Health and Wellbeing** **How can we manage our feelings?**	**Living in the Wider World** **What jobs would we like?**
Term 6	**Being Healthy** *Exercise* *Oral Health*	**Being Healthy** *Diet*	**Health and Wellbeing** **How do we recognise our feelings?**	**Living in the Wider World** **How can our choices make a difference to others and the environment?**	**Living in the Wider World** **How can the media influence people?**

12. Vocabulary

12.1. Progression in Vocabulary

The teaching and use of appropriate vocabulary forms an important part of teaching learning. These age specific 'key word' lists identify the vocabulary that we expect teachers to be using. In addition, specific key words (must words) will be selected from these lists for each unit of work for inclusion in the knowledge organisers.

Health and Wellbeing, Relationships or Living in the Wider World

12.2

	Vocabulary	
EYFS Nursery	exercise	grandad
	wash	grandma/nan
	brush teeth	cousins
	toothbrush	visit
	tooth paste	school
	brush hair	holiday
	bath	computer
	happy	safe
	sad	home
	like/dislike	park
	body parts	
	private parts	
	pants	
	family	
	mum/step-mum	
	dad/step-dad	
	brother	
	sister	

12.3

EYFS Reception	Vocabulary	
	body	families
	mind	friends
	healthy	love
	food	care
	physical activity	different
	sleep	kind
	germs	unkind
	medicine	unsafe
	dentist	worried
	feelings	lonely
	happy	secrets
	sad	respect
	angry	rules
	calm	responsibilities
	body parts	environment
	private parts	community
	pants	same as
	vulva	different to/from
	vagina	computers
	penis	internet
	anus	online
	bottom	money
	testicles	work
	friendships	jobs

12.4

Key Stage 1	Vocabulary	
	proud	arguments
	jealous	resolve
	embarrassed	hurtful
	hygiene	behaviour
	managing feelings	courteous
	change	relationships
	relax	care
	loss	strength
	personal	screen time
	dental	personal information
	private	devices
	penis	digital
	testicles	interests
	vagina	balance
	vulva	restrictions
	anus	banks
	bottom	savings
	feelings	spending
	bullying	value
	unsafe	faiths
	polite	teams
	opinions	roles

12.5

Lower Key Stage 2	Vocabulary	
	choices	penis
	healthy	testicles
	unhealthy	vagina
	influence	vulva
	habits	anus
	lifestyle	cultures
	valuable	society
	contributions	respect
	self-worth	contact
	setbacks	differentiate
	challenges	dares
	identity	pressures
	hazards	confidence
	alarms	include
	illness	compassion
	emotion	boundaries
	dental care	stability
	drug	fact/fiction
	cigarettes	budget
	vaping	payment
	support	charities
	womb	stereotypes
	uterus	vocations

	digital footprint	lifestyle
	organisations	influence
	volunteering	achievements

12.6

Upper Key Stage 2	Vocabulary	
	cleanliness	pubic hair
	virus	body odour
	allergies	facial hair
	personal identity	voice breaking
	gender	period
	express	menstruation
	wellbeing	tampon
	emergency	sanitary towel
	FGM	hormones
	injuries	maturity
	puberty	womb
	independence	uterus
	restrictions	ovaries
	laws	vulva
	intercourse	fallopian tubes
	egg	bladder
	sperm	urethra
	scrotum	masturbation
	nipples	abuse

12.7

Upper Key Stage 2	Vocabulary	
	disability	civil partnership
	vision/hearing impairment	arranged marriage
	consent	forced marriage
	harassment	single parent families
	anonymity	transgender
	permission	inappropriate
	online abuse	
	personal boundaries	
	acceptable contact	
	sexual orientation	
	gender reassignment	
	consent	
	kiss	
	conception	
	mutual respect	
	same sex marriage	
	opposite sex marriage	
	heterosexual	
	homosexual	

12.8

Upper Key Stage 2	Vocabulary	
	equality	reliable
	ethnicity	fact
	race	opinion
	cultural freedom	actions
	prejudice	
	discrimination	
	challenge	
	social media	
	sharing	
	age restrictions	
	conflict	
	gambling	
	career	
	ambition	
	conditions	
	inclusion	
	diversity	
	resources	
	protecting	