



PSHE (including optional SRE unit)

Relationships

	EYFS	KS1	LKS2	UKS2
Relationships Families & close positive relationships	Form positive attachments to adults	Learn about the roles of different people (e.g. acquaintances, friends and relatives) play in our lives	Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	Understand 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
		Identify the people who love and care for them and what they do to help them feel cared for	Understand that a feature of positive family life is caring relationships; learn about the different ways in which people care for one another	Learn 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
		Learn about different types of families including those that may be different to their own	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.	Understand 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
		Identify common features of family life	Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty	Learn 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
		Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	Learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice	



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Relationships Friendships	Work and play cooperatively and take turns with others	Learn about how people make friends and what makes a good friendship	Learn about the importance of friendships, develop strategies for building positive friendships and understand how positive friendships support wellbeing	Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, generosity, sharing interests and experiences, support with problems and difficulties). Understand that the same principles apply to online friendships as to face-to-face relationships
	Form positive friendships with peers	Learn how to recognise when they or someone else feels lonely and what to do	Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, generosity, sharing interests and experiences, support with problems and difficulties). Understand that the same principles apply to online friendships as to face-to-face relationships	Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face and understand the risks of communicating online with others not known face-to-face
	Show sensitivity to their own and to others' needs	Learn simple strategies to resolve arguments between friends positively	Know the importance of seeking support if feeling lonely or excluded	Know strategies for recognising and managing peer influence and a desire for peer approval in friendships. Recognise the effect of online actions on others
		Know how to ask for help is a friendship is making them feel unhappy	Understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded and develop strategies for how to include them	Understand how friendships can change over time, about making new friends and the benefits of having different types of friends
			Understand that friendships have up and downs. Develop strategies to resolve disputes and reconcile differences positively and safely	Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable. Know how to manage this and ask for support if necessary



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Relationships Managing Hurtful Behaviour & Bullying		Understand that bodies and feelings can be hurt by words and actions. Recognise that people can say hurtful things online	Understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour	Identify strategies to respond to hurtful behaviour experienced or witnesses, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others)
		Understand how people may feel if they experience hurtful behaviour or bullying	Learn about discrimination – what it is	Understand how to report concerns and get support
		Recognise that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable.		Learn about discrimination- what it is and how to challenge it
		Know how to report bullying and understand the importance of telling a trusted adult		

Relationships Safe Relationships		Recognise that some things are private and the importance of respecting privacy	Recognise privacy and personal boundaries and identify what is appropriate behaviour in friendships and wider relationships (including online)	Recognise privacy and personal boundaries and identify what is appropriate behaviour in friendships and wider relationships (including online)
		Understand that parts of the body covered by underwear are private	Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	Understand why someone may behave differently online; including pretending to be someone they are not
		Understand that sometimes people may behave differently online. Including by pretending to be someone they are not	Recognise when keeping something confidential or secret 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 confidence or share a secret	Know strategies for recognising risks, harmful content and contact. Know how to report concerns



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		Know how to respond safely to adults they do not know	Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	Understand the importance of seeking and giving permission (consent) in different situations
		Know how to respond if physical contact makes them feel uncomfortable or unsafe	Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	Understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and identify strategies for managing this
		Know that there are situations when they should ask for permission and also when their permission should be sought		Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
		Understand the importance of not keeping adults' secrets (only happy surprised that others will find out about eventually)		
		Learn basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe		
		Know what to do if they feel unsafe or worried for themselves or others. Know who to ask for help, the vocabulary to use when asking for help and the importance of keeping trying until they are heard		

Relationships Respecting self and others	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	Recognise what is kind and unkind behaviour, and understand how this can affect others	Recognise that personal behaviour can affect other people	Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
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PSHE (including optional SRE unit)

	Show sensitivity to their own and to others' needs	Understand how to treat themselves and others with respect, and how to be polite and courteous	Recognise and model respectful behaviour online	Discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
		Recognise the ways in which they are the same and different to others	Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves	
		Know how to listen to other people and play and work cooperatively	Recognise 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	
		Know how to talk about and share their opinions on things that matter to them	Identify strategies to improve or support courteous, respectful relationships	
			Respect the differences and similarities between people and recognise what they have in common with others e.g. physically, in personality or background	

Living in the Wider World

Living in the Wider World Shared Responsibilities	Explain the reasons for rules, know right from wrong and to behave accordingly	Learn what rules are, why they are needed, and why different rules are needed for different situations	Learn about 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	Recognise reasons for rules and laws; consequences of not adhering to rules and laws
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PSHE (including optional SRE unit)

	Give focused attention what the teacher says. Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	Learn how people and other living things have different needs; about the responsibilities of caring for them	Understand 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)	Recognise there are human rights, that are there to protect everyone
		Learn about things they can do to help look after their environment		Understand the relationship between rights and responsibilities

Living in the Wider World Communities		Learn about the different groups they belong to	Learn about the different groups that make up their community; understand what living in a community means	Learn about diversity: what it means; the benefits of living in a diverse community and valuing diversity within communities
		Understand the different roles and responsibilities people have in the community	Value the different contributions that people make and groups make to a community	Learn about stereotypes; how they can negatively influence behaviours and attitudes towards others and consider strategies for challenging stereotypes
		Recognise the ways they are the same as, and different to, other people		Learn about prejudice; how to recognise behaviours/actions which discriminate against others and consider ways of responding to it if witnessed or experienced.

Living in the Wider World Media Literacy and Digital Resilience		Learn how the internet and digital devices can be used safely to find things out and to communicate with others	Recognise ways in which the internet and social media can be used both positively and negatively	Learn how information on the internet is ranked, selected and targeted at specific individuals and groups and understand that connected devices can share information
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PSHE (including optional SRE unit)

		Learn about the role of the internet in everyday life	Know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	Learn how text and images in the media and on social media can be manipulated or invented. Develop strategies to evaluate the reliability of sources and identify misinformation
		Understand that not all information seen online is true	Learn about the different ways information and data is shared and used online, including for commercial purposes	
			Recognise things appropriate to share and things that should not be shared on social media and understand the rules surrounding distribution of images	

Living in the Wider World Economic Wellbeing – Money		Know what money is, forms that money comes in and understand that money comes from different sources	Learn about the different ways to pay for things and the choices people have about this	Recognise that people have different attitudes towards saving and spending money. Understand what influences people’s decisions and what makes good value for money
		Understand that people make choices about how to save and spend money	Understand that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Learn about associated risks with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
		Understand the difference between needs and wants and learn that sometimes people may not always be able to have the things they want	Recognise that people make spending decisions based on priorities, needs and wants	Learn 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



PSHE (including optional SRE unit)

		Know that money needs to be looked after and that there are different ways of doing this	Learn about different ways to keep track of money	Identify the ways that money can impact on people's feelings and emotions
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Living in the Wider World Economic Wellbeing: Aspirations, Work & Career		Understand that everyone has different strengths	Recognise positive things about themselves and their achievements. Set goals to help achieve personal outcomes	Learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them
		Recognise that jobs help people to earn money to pay for things	Know that there is a broad range of different jobs/careers that people can have and that people often have more than one career/type of job during their life	Understand what might influence people's decisions about a job or career (e.g. 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)
		Learn about different jobs that people they know or people who work in the community do	Learn about some of the skills that will help them in their future careers (e.g. teamwork, communication and negotiation)	Understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice. Know that people may choose to do voluntary work which is unpaid
		Learn about some of the strengths and interests someone might need to do different jobs	Identify the kind of job they might like to do when they are older	Recognise a variety of routes into careers (e.g. college, apprenticeship, university)



PSHE (including optional SRE unit)

Health and Wellbeing

<p>Health & Wellbeing Healthy Lifestyles (physical wellbeing)</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Know what keeping healthy means and identify different ways to keep healthy</p>	<p>Learn about the elements of a balanced, healthy lifestyle</p>	<p>Know how to make informed decisions about health</p>
		<p>Learn about foods that support good health and the risks of eating too much sugar</p>	<p>Know how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>	<p>Learn about the choices that support a healthy lifestyle, and recognise what might influence these</p>
		<p>Understand how physical activity helps us to stay healthy and ways to be physically active everyday</p>	<p>Understand what good physical health means and how to recognise early signs of physical illness</p>	<p>Learn what constitutes a healthy a 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</p>
		<p>Understand why sleep is important and different ways to rest and relax</p>	<p>Know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection and the importance of personal hygiene</p>	<p>Understand 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</p>
		<p>Recognise simple hygiene routines that can stop germs from spreading</p>	<p>Know how medicines when used responsibly contribute to health, how allergies can be managed and that some diseases can be prevented by vaccines and immunisations</p>	<p>Learn how sleep contributes to a healthy lifestyle and consider routines that support good quality sleep. Understand the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>



PSHE (including optional SRE unit)

		Understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	Know how to maintain good oral hygiene, why regular visits to the dentist are essential, and the impact of lifestyle choices on dental care eg acidic drinks, sugar, effect of smoking	Recognise the benefits of the internet, the importance of balancing time online with other activities and develop strategies for managing time online
		Learn about dental care and visiting the dentist. Learn how to brush teeth correctly and how food and drink support dental health	Learn about the benefits of sun exposure and the risks of over exposure	Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
		Know how to keep safe in the sun and protect skin from sun damage	Know how to keep safe from sun damage and sun/heat stroke and to reduce risk of skin cancer	
		Learn about different ways to learn and play and recognise the importance of knowing when to take a break from time online or TV		
		Learn about the people who help us to stay physically healthy		

Health & Wellbeing Mental Health	Show an understanding of their own feelings and those of others, and being to regulate their behaviour accordingly	Learn about different feelings that humans can experience	Know that mental health, just like physical health, is part of daily life and understand the importance of taking care of mental health	Learn about a varied vocabulary to use when talking about feelings and understand that feelings can be expressed in a variety of ways
	Show sensitivity to their own and others' needs	Learn how to recognise and name different feelings	Learn 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	Identify strategies to respond to feelings, including intense or conflicting feelings. Know how to manage and respond to feelings appropriately and proportionately in different situations



PSHE (including optional SRE unit)

			friends can support mental health and wellbeing	
	Know how feelings can affect people's bodies and how they behave		Recognise that feelings can change over time and range in intensity	Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
	Learn how to recognise what others might be feeling		Understand everyday things that can affect feelings and the importance of expressing feelings	
	Recognise that not everyone feels the same at the same time, or feels the same about the same things		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	Develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
	Learn about ways of sharing feelings and identify a range of words to describe feelings		Learn about change and loss, including death, and how these can affect feelings. Identify ways of expressing and managing grief and bereavement	
	Understand things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)			
	Identify 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			
	Recognise when they need help with feelings and understand that it is important to ask for help with feelings and how to ask for it			



PSHE (including optional SRE unit)

		Learn about change and loss (including death) and identify feelings associated with this. Recognise what helps people to feel better		
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Health & Wellbeing Ourselves, Growing and Changing	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	Recognise what makes them special	Learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	Understand that for some people gender identity does not correspond with their biological sex
	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Recognise ways in which we are all unique	Recognise their individuality and personal qualities	Learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle menstrual wellbeing, erections and wet dreams)
	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	Identify what they are good at, what they like and dislike	Identify personal strength, skills, achievements and interests and understand how these contribute to a sense of self-worth	Learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
		Understand how to manage when finding things difficult	Learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	Learn 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



PSHE (including optional SRE unit)

		Learn about growing and changing from young to old and how people's needs change	Identify the external genitalia and internal, reproductive organs in males and females and understand how the process of puberty related to human reproduction	Identify where to get more information, help and advice about growing and changing, especially about puberty
		Preparing to move to a new class/year group	Identify the new opportunities and responsibilities that increasing independence may bring	Develop strategies to manage transitions between classes and key stages
		Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)		OPTIONAL SRE UNIT How babies are made – animation How babies are born – live birth (Right to withdraw on application)

Health & Wellbeing Keeping Safe	Explain the reasons for rules, know right from wrong and try to behave accordingly	Learn about rules and age restrictions to keep us safe	Predict, assess and manage risk in different situations	Understand 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
		Recognise risk in simple everyday situations and what action to take to minimise harm	Learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe	Understand 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



PSHE (including optional SRE unit)

				by something seen or read online and how to report concerns, inappropriate content and contact
		Learn how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	Understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	Recognise what is meant by first aid and learn basic techniques for dealing with common injuries
		Understand that household products (including medicines) can be harmful if not used correctly	Develop 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	Understand 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
		Identify 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		
		Identify the people whose job it is to help keep us safe		
		Learn basic rules to keep safe online, including what is meant by persona information and what should be kept private' the importance of telling a trusted adult if they come across something that scares them	Learn 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	
		Learn about what to do if there is an accident and someone is hurt		
		Learn how to get help in an emergency (how to dial 999 and what to say)		



PSHE (including optional SRE unit)

Health & Wellbeing Drugs, Alcohol & Tobacco		Learn about things that people can put into their body or on their skin; how these can affect how people feel	Learn 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	Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
			Learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping	Learn about why people choose to use or not use drugs (including alcohol and smoking/vaping)
				Learn 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