

# Personal, Social, Health and Economic Education (PSHE)

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AIM  
Federation of Schools

# PSHE

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

PSHE is a key way that our schools can ensure that children are receiving a wide and varied curriculum that is relevant to the lives they live today and prepares them for the future.

Our PSHE curriculum helps pupils to develop the knowledge, skills and attributes to help them:

- thrive as individuals, family members and members of society
- understand diversity and equality
- keep safe and manage risks
- make responsible decisions about their health
- prepare for the world of work
- understand financial capability and economic wellbeing
- understand relationships and sex education
- become global citizens



# PSHE

## Statutory Requirements

The Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) aspects of PSHE education has been compulsory in all schools from 2020.

The Department for Education (DfE) says: 'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'.

The following subjects are compulsory:

- relationship education in primary schools
- health education
- Some primary schools currently choose to teach sex education. This is not compulsory and will not become compulsory as part of the new curriculum.

The Government's statutory safeguarding guidance for schools: Keeping children safe in education; statutory guidance for schools states that:

'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), through sex and relationship education (SRE).

The National Curriculum states that all schools:

- must provide a curriculum that is broadly based and balanced and which meets the needs of all pupils.
- promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and society, and prepare pupils at school for the opportunities, responsibilities and experiences of later life.



# PSHE

## How do we teach PSHE?

- Within each strand, we have designed age-appropriate topics for the different year groups.
- It is expected that one topic is covered per half term within a 'PSHE Focus' Week.
- Each topic consists of a minimum of three areas of focus which are to be taught during this week.
- In the summer term, we will have a 'health week' which will encompass sports day, physical health education and first aid.
- Each week classes will have a 'talk time'



### PSHE/SMSC Strands

Learning to Learn

Keeping Safe and Managing Risk

Emotional Health and Wellbeing

Identity, Society and Equality

Money Sense, Finance & Gambling

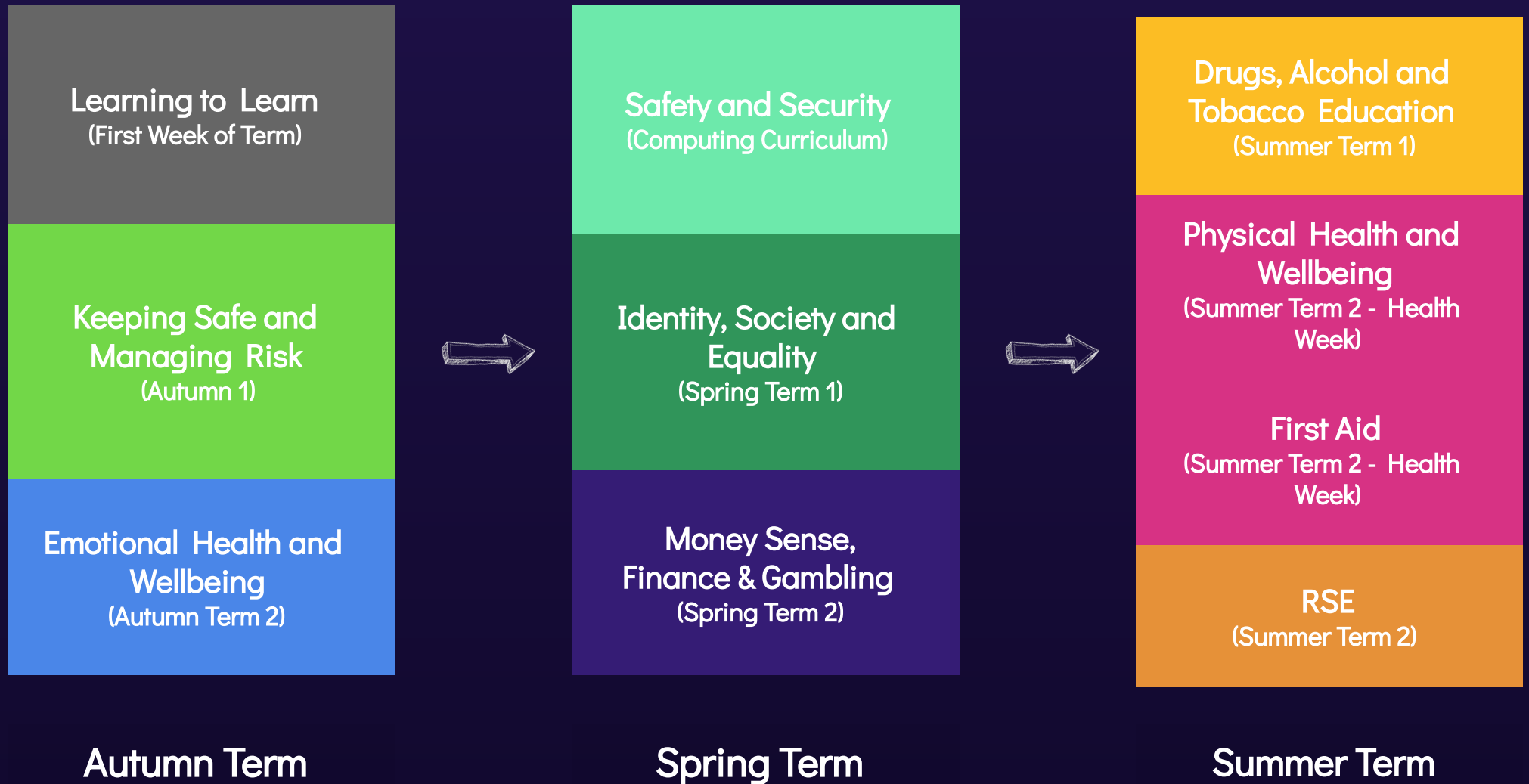
Physical Health and Wellbeing

Drug, Alcohol and Tobacco Education  
(DATE)

Sex and Relationships Education  
(RSE)

RE  
(SMSC)

# PSHE Overview



# PSHE Overview

## Core Strands



PSHE Curriculum Overview	KS1		LKS2		UKS2	
	Year A	Year B	Year A/C	Year B/D	Year A/C	Year B/D
<b>Learning to Learn</b> (First Week of Term)	Learning to Learn Week - Learning Pit/JONK/Growth Mindset/Colour Monster/Behaviours for Learning					
<b>Keeping Safe and Managing Risk</b> (Autumn 1 & Through Computing Curriculum)	Feeling Safe	Indoors and Outdoors	Bullying - See it, Say it, Stop It	Playing Safe	When Things Go Wrong	Keeping Safe - Out and About
<b>Emotional Health and Wellbeing</b> (Autumn Term 2)	Feelings	Friendships	Strengths and Challenges		Dealing with Feelings	Healthy Minds
<b>Identity, Society and Equality</b> (Spring Term 1)	Me and Others		Celebrating Difference	Democracy	Stereotypes	Human Rights
<b>Money Sense Finance &amp; Gambling</b> (Spring Term 2)	My Money		Saving, Spending and Budgeting		Borrowing and Earning Money	
<b>Drugs, Alcohol and Tobacco Education</b> (Summer Term 1)	What do we put into and onto bodies?	Medicines and Me	Tobacco is a Drug	Making Choices	Different Influences	Weighing Up Risk
<b>Physical Health and Wellbeing</b> (Summer Term 2 - Health Week)	Fun Times	What Keeps Me Healthy	What helps me choose?	What is important to me?	In an Emergency	In The Media
<b>First Aid</b> (Summer Term 2 - Health Week)	Sun Safety/Emergency Services	Stings and Bites	Asthma	Burns and Scalds/Seeking Medical Help	Bleeding, Choking and Basic Life Support	Head Injuries/Seeking Medical Help
<b>RSE</b> (Summer Term 2)	See separate year group specific overviews					

# PSHE Overview

## First Aid

All state-funded schools in England are required to teach first aid as part of health education for all Key Stages. This will include basic first aid skills for common injuries. Primary school pupils are required to learn how to confidently make an emergency call and how to deal with head injuries.

### Physical Health and Wellbeing: First Aid

	KS1	LKS2	UKS2
Year A	Sun Safety/Emergency Services	Asthma	Bleeding, Choking and Basic Life Support
Year B	Stings and Bites	Burns and Scalds Seeking Medical Help	Head Injuries Seeking Medical Help



# EYFS PSHE Curriculum

## MIS and Freethorpe



Area of Curriculum		Autumn 1 'All About Me'	Autumn 2 'Places'	Spring 1 'People'	Spring 2 'Past and Present'	Summer 1 'Growing'	Summer 2 'All Creatures Great and Small'
PSHE	Focus	Emotional Health and Wellbeing	Emotional Health and Wellbeing	Emotional Health and Wellbeing	Emotional Health and Wellbeing	Emotional Health and Wellbeing	RSE
		Keeping Safe and Managing Risk	Keeping Safe and Managing Risk	Keeping Safe and Managing Risk	Keeping Safe and Managing Risk	Keeping Safe and Managing Risk	
		Physical Health and Wellbeing, including First Aid	Physical Health and Wellbeing, including First Aid	Physical Health and Wellbeing, including First Aid	Physical Health and Wellbeing, including First Aid	Physical Health and Wellbeing, including First Aid	
		Identity, Society and Equality	Identity, Society and Equality	Identity, Society and Equality	Identity, Society and Equality	Identity, Society and Equality	
	Taught through direct teaching	<p>JONK Characters School Rules, Routines and Behaviours PANTS</p> <p>I am beginning to initiate a conversation. I can tell you what I like. I can tell you about my family. I have a sense of pride in myself. I am beginning to understand the need for hygiene with adult support.</p>	<p>JONK Characters School Rules, Routines and Behaviours PANTS</p> <p>I can listen to a story and think about the feelings of the characters. I can think about challenges within our circle times. I am beginning to be able to calm myself down after I become upset. I can attend assemblies about different religions. I can listen to people from different religions and cultures with interest.</p>	<p>JONK Characters School Rules, Routines and Behaviours PANTS</p> <p>I can tell you what my family likes and dislikes. I can tell you what they do when I'm at school. I can share something from home to tell you more about my family. I can answer questions about my family life. I can tell you three members of staff from the school and their roles. I can tell you what people in our community do to help us.</p>	<p>JONK Characters School Rules, Routines and Behaviours PANTS</p> <p>I can offer to talk to understand how a character may be feeling. I can talk and solve challenges with simple solutions within the circle time. I can calm myself down. I can recognise when I am not making the right choice.</p>	<p>JONK Characters School Rules, Routines and Behaviours PANTS</p> <p>I can manage my own hygiene. I can choose a healthy snack. I understand why I need fruit and veg I can tell you about why I brush my teeth. I can tell you why I eat fruit. I can tell you why I hold an adult's hand near the road.</p>	

# EYFS PSHE Curriculum

## MIS and Freethorpe



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<b>Focus</b>	Emotional Health and Wellbeing	Emotional Health and Wellbeing	Emotional Health and Wellbeing	Emotional Health and Wellbeing	Emotional Health and Wellbeing	<b>RSE</b>
	Keeping Safe and Managing Risk	Keeping Safe and Managing Risk	Keeping Safe and Managing Risk	Keeping Safe and Managing Risk	Keeping Safe and Managing Risk	
	Physical Health and Wellbeing, including First Aid	Physical Health and Wellbeing, including First Aid	Physical Health and Wellbeing, including First Aid	Physical Health and Wellbeing, including First Aid	Physical Health and Wellbeing, including First Aid	
	Identity, Society and Equality	Identity, Society and Equality	Identity, Society and Equality	Identity, Society and Equality	Identity, Society and Equality	
<b>PSHE</b>	<p>I am beginning to listen to an adult.</p> <p>I am beginning to listen to my friend.</p> <p>I am beginning to be kind to others.</p> <p>I am beginning to have regular friends that are good for me.</p> <p>I can make the right choice most of the time.</p> <p>I am beginning to model the right choice during times when the whole class is together.</p> <p>I am beginning to gain more praise for my right choices.</p> <p>I am beginning to understand the class rewards system.</p> <p>I can draw my family.</p> <p>I can tell you about them from my drawing.</p> <p>I can share a family photo that is a happy memory.</p>	<p>I am beginning to line up without fuss when asked.</p> <p>I can tell when in the routine it is time for lunch.</p> <p>I know I need to wash my hands.</p> <p>I know who I can ask to help me in school.</p> <p>I know the name of the head teacher and what they do.</p> <p>I know the school secretary and what they do.</p> <p>I can tell you where I live – town and country/seaside.</p> <p>I can tell you about where I live, my home style and favourite thing to do here.</p> <p>I am beginning to know about people around the world.</p>	<p>I can talk about my beliefs and celebrations with passion.</p> <p>I can tell you about someone else and what they believe and celebrate.</p> <p>I celebrate differences with a positive attitude.</p> <p>I can model the right choice during times when the whole class is together.</p> <p>I am consistently gaining more praise for my right choices.</p> <p>I understand the class rewards system.</p>	<p>I can initiate a conversation.</p> <p>I can tell you what I don't like and why I don't like it.</p> <p>I can tell you about my family's roles and interests.</p> <p>I am a confident individual.</p> <p>I am beginning to observe other children's work.</p> <p>I am beginning to compliment my friend's good work.</p> <p>I am learning how to review my friend's model and make suggestions for improvement.</p> <p>I am beginning to observe other children's work.</p> <p>I am beginning to compliment my friend's good work.</p> <p>I am learning how to review my friend's model and make suggestions for improvement.</p>	<p>I can listen to an adult.</p> <p>I can listen to my friend.</p> <p>I can be kind to others.</p> <p>I have regular friends that are good for me.</p> <p>I can observe other children's work and tell them what I like.</p> <p>I can complement my friend's good work.</p> <p>I can positively review my friend's model and make suggestions for improvement.</p>	<p>I can tell you about why raising my heart rate is good for me.</p> <p>I understand the five a day rule.</p> <p>I know lots of time on my device isn't good for me.</p> <p>I understand the need for sleep.</p> <p>I understand how to cross the road safely.</p>
<b>Taught through continuous provision/enhanced provision</b>						

# KS1 PSHE Curriculum

## Year A and C



### Year A - KS1 Year 1 & 2

#### Keeping Safe and Managing Risk

Feeling Safe  
(Autumn 1)

#### 1. Pupils learn about safety in familiar situations

- I can recognise the difference between real and imaginary dangers
- I can understand that there are situations when secrets should not be kept
- I can tell a trusted adult if I feel unsafe

#### 2. Pupils learn about personal safety

- I can recognise the difference between good and bad touches
- I can understand there are parts of my body which are private
- I can explain who I can go to, what to say or do if I feel unsafe or worried
- I can explain what PANTS is

#### 3. Pupils learn people who help keep them safe outside the home

- I can identify situations where they might need help
- I can identify people in the community who can help to keep them safe
- I can ask for help if I need it

#### Emotional Health and Wellbeing

Feelings  
(Autumn 2)

#### 1. Pupils learn about different types of feelings

- I can name different feelings (including good and not-so-good feelings)
- I can recognise that people may feel differently about the same situation
- I can identify how different emotions look and feel in the body

#### 2. Pupils learn about managing different feelings

- I can recognise that some feelings can be stronger than others
- I can describe some ways of managing different feelings
- I can know when to ask for help

#### 3. Pupils learn about change or loss and how this can feel

- I can give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)
- I can describe how people might feel when there is a change or loss
- I can recognise what they can do to help themselves or someone else who may be feeling unhappy

# KS1 PSHE Curriculum

## Year A and C



### Year A - KS1 Year 1 & 2

#### Identity, Society and Equality

Me and  
Others  
(Spring 1)

#### 1. Pupils learn about being cooperative with others

- I can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom
- I can challenge unhelpful behaviour in a positive way
- I can understand how my behaviour can affect others

#### 2. Pupils learn about what makes themselves and others special

- I can recognise some of the things that make me special
- I can describe ways I am similar and different to others
- I can understand that everyone has something about them that makes them special

#### 3. Pupils learn about diversity

- I can explain what diversity is
- I can explain that diversity is to be celebrated
- I can explain that diversity is shown in different ways (through what you look like, jobs, likes and dislikes etc).

#### Money Sense, Finance & Gambling

My Money  
(Spring 1)

#### 1. Pupils learn about where money comes from

- I can understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)

#### 2. Pupils learn about making choices when spending money

- I can recognise that people make choices about what to buy
- I can understand that they may not always be able to have all the things they want

#### 3. Pupils learn about saving money and how to keep it safe

- I can understand why people might want to save their money
- I can say how it feels to save for something you really want
- I can recognise where money is stored to keep it safe and some places are safer than others

# KS1 PSHE Curriculum

## Year A and C



### Year A - KS1 Year 1 & 2

#### Drugs, Alcohol and Tobacco Education

What do we  
put into and  
onto bodies?  
(Summer 1)

#### 1. Pupils learn about what can go into bodies and how it can make people feel

- I can recognise that different things people put into bodies can make them feel good or not so good
- I can identify whether a substance might be harmful to take in
- I know how to ask for help if I am unsure about whether something should go into my body

#### 2. Pupils learn about what can go on to bodies and how it can make people feel

- I can explain that substances can be absorbed through the skin
- I can identify some basic safety rules for things that go onto the body

#### 3. Pupils learn about hygiene (oral health)

- I can explain how to look after my teeth
- I can explain who looks after my teeth (dentist/hygienist)
- I can explain what happens if I don't look after my teeth



#### Physical Health and Wellbeing, including First Aid

Fun Times  
(Summer 2 -  
Health Week)

#### 1. Pupils learn about food that is associated with special times, in different cultures

- I can describe some of the food and drinks associated with different celebrations and customs
- I can identify what makes my home life similar or different to others including the food I eat
- I can understand why food eaten on special days may be different from everyday foods

#### 2. Pupils learn about active playground games from around the world

- I can describe how to play different active playground games
- I can recognise how active playground games make me feel
- I can make choices about which game to play, based on my feelings, likes and dislikes and what I am good at

#### 3. Pupils learn about sun-safety

- I can explain some of the effects too much sun has on the body
- I can describe what people can do to protect their bodies from being damaged by the sun
- I can explain what I will need and who to ask for help if I am going out in strong sun

#### 4. Pupils learn about emergency services

- I can understand it is most important to ensure the safety of myself and others when faced with an emergency situation
- I can assist in an emergency by calling for help correctly
- I can give the correct information when calling the emergency services for help

# KS1 PSHE Curriculum

Year B



Year B - KS1 Year 1 & 2

Keeping  
Safe and  
Managing  
Risk

Indoors and  
Outdoors  
(Autumn 1)

**1. Pupils learn about keeping safe in the home, including fire safety**

- I can identify some simple rules for keeping safe indoors, including online
- I can describe what to do if there is an emergency
- I can take some responsibility for my own safety

**2. Pupils learn about keeping safe outdoors**

- I can explain some rules for keeping safe
- I can assess whether a situation is safe or unsafe
- I can explain the importance of always telling someone where I am going or playing

**3. Pupils learn about road safety**

- I can identify hazards in relation to road safety
- I can explain how to cross the road safely
- I can recognise that there are rules in relation to road safety for all road users



Emotional  
Health and  
Wellbeing

Friendships  
(Autumn 2)

**1. Pupils learn about the importance of special people in their lives**

- I can identify people who are special to me and explain why
- I can understand what makes a good friend
- I can demonstrate how I show someone I care

**2. Pupils learn about making friends and who can help with friendships**

- I can understand how people might feel if they are left out or excluded from friendships
- I can recognise when someone needs a friend and know some ways to approach making friends
- I can explain who I can talk to if I am worried about friendships

**3. Pupils learn about solving problems that might arise with friendships**

- I can identify some ways that friendships can go wrong
- I can describe some ways to sort out friendships problems
- I can recognise that difficulties within friendships can usually be resolved

# KS1 PSHE Curriculum

Year B and D



Year B - KS1 Year 1 & 2

Identity,  
Society and  
Equality

Me and  
Others  
(Spring 1)

**1. Pupils learn about responsibility**

- I can explain what is meant by responsibility
- I can solve simple dilemmas about taking responsibility

**2. Pupils learn about roles and responsibilities at home and school**

- I can identify the different roles of people at home and school
- I can explain why it is important to take responsibility at school and at home (including looking after the local environment)

**3. Pupils learn about what citizenship means**

- I can explain what citizenship is
- I can explain what a citizen is
- I can explain what it means to be a good citizen in society

Money  
Sense  
Finance &  
Gambling

My Money  
(Spring 2)

**1. Pupils learn about what a job is**

- I can explain that people do work in exchange for payment (money)
- I can explain that a job is important
- I can explain that a job helps people in the community

**2. Pupils learn about the different jobs people do in our community**

- I can explain that there are a range of jobs that people can do
- I can recognise that both men and women are able to do a range of jobs
- I can understand that having a job means people can earn money

**3. Pupils learn about aspirations**

- I can explain what an aspiration is
- I can explain what I want to do when I grow up and why
- I can explain that getting to where you want to requires hard work and practise.

# KS1 PSHE Curriculum

## Year B and D



### Year B - KS1 Year 1 & 2

#### Drugs, Alcohol and Tobacco Education

Medicines  
and me  
(Summer 1)

#### 1. Pupils learn why medicines are taken

- I can explain that medicines help people stay healthy, get well or feel better when they are ill
- I can explain that medicines come in different forms
- I can recognise that each medicine has a specific use

#### 2. Pupils learn where medicines come from

- I can explain that medicines can be prescribed by a doctor or bought from a shop or pharmacy
- I can explain when medicines might be used and who decides which medicines is used
- I can explain some alternatives to taking medicines, and when these might be helpful

#### 3. Pupils learn about keeping themselves safe around medicines

- I can explain that medicines come with instructions to ensure they are used safely
- I can explain some safety rules for using and storing medicines
- I can recognise that medicines can be harmful if not taken correctly

#### Physical Health and Wellbeing, including First Aid

What keeps  
me healthy?  
(Summer 2 -  
Health Week)

#### 1. Pupils learn about eating well

- I can know what a healthy diet looks like
- I can identify who helps them make choices about the food they eat
- I can know the benefits of a healthy diet (including oral health)

#### 2. Pupils learn about the importance of physical activity, sleep and rest

- I can describe some ways of being physically active throughout the day
- I can explain why it is important to rest and get enough sleep, as well as be active
- I can understand that an hour a day of physical activity is important for good health

#### 3. Pupils learn about the people who help us to stay healthy and well and about basic health and hygiene routines

- I can know about the roles of people who help them to stay healthy (including giving vaccinations)
- I can describe everyday routines to help take care of their bodies
- I can understand how basic hygiene routines can stop the spread of disease

#### 4. Pupils learn about first aid

- I can ensure the safety of themselves and others
- I can assess a casualty's condition calmly and identify an allergic reaction to a bite or sting
- I can comfort and reassure a casualty who has been bitten or stung



# LKS2 PSHE Curriculum

## Year A and C



Year A and C -  
LKS2

Year 3 & 4

### Keeping Safe and Managing Risk

Bullying - See  
it, Say it, Stop  
it  
(Autumn 1)

#### 1. Pupils learn to recognise bullying and how it can make people feel

- I can define what is meant by 'bullying'
- I can identify the difference between falling out with someone and bullying
- I can understand how bullying can make people feel and why this is unacceptable

#### 2. Pupils learn about different types of bullying and how to respond to bullying incidents

- I can name different types of bullying (including racism)
- I can identify the different ways bullying can happen (including online)
- I can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help

#### 3. Pupils learn about what to do if they witness bullying

- I can explain how to react if they witness bullying
- I can understand the role of bystanders and the important part they play in reducing bullying
- I can explain how and to whom to report incidents of bullying, where to get help and support



### Emotional Health and Wellbeing

Strengths  
and  
Challenges  
(Autumn 2)

#### 1. Pupils learn about solving problems about relationships

- I can identify some ways that friendships can go wrong
- I can describe some ways to sort out friendships problems
- I can recognise that difficulties within friendships can usually be resolved

#### 2. Pupils learn about dealing with put-downs

- I can explain what is meant by a put-up or put down and how this can affect people
- I can demonstrate a range of strategies for dealing with put downs
- I can recognise what is special about themselves

#### 3. Pupils learn about feeling better

- I can explain positive feelings (happy, proud, brave)
- I can explain negative feelings (sad, envious, embarrassed, angry, jealous, lonely, shy, worried)
- I can identify ways to make me feel better when I have negative feelings



# LKS2 PSHE Curriculum

## Year A and C



Year A and C -  
LKS2

Year 3 & 4

### Identity, Society and Equality

Celebrating  
Differences  
(Spring 1)

#### 1. Pupils learn about valuing the similarities and differences between themselves and others

- I can know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief
- I can recognise they have shared interests and experiences with others in their class as well as with people in the wider world
- I can understand that peers might be similar or different to each other but can play or work together

#### 2. Pupils learn about what is meant by community

- I can explain what being part of a community means
- I can recognise some of the different groups or communities they belong to and their role within them
- I can value and appreciate the diverse communities which exist and how they connect

#### 3. Pupils learn about belonging to groups

- I can identify positive and negative aspects of being a member of a group
- I can acknowledge that there may be times when they don't agree with others in the group
- I can stand up for their own point of view against opposition

### Money Sense Finance & Gambling

Saving,  
Spending and  
Budgeting  
(Spring 2)

#### 1. Pupils learn about what influences people's choices about spending and saving money

- I can understand how manufacturers and shops persuade us to spend money
- I can recognise when people are trying to pressurise them to spend their money and how this feels
- I can make decisions about whether something is 'value for money'

#### 2. Pupils learn how people can keep track of their money

- I can keep simple records to keep track of their money
- I can ask simple questions about needs and wants - decide how to spend and save their money
- I can know the best places people can go for help about money

#### 3. Pupils learn about saving accounts

- I can explain how money is saved
- I can explain the role of a bank in helping people to save money

# LKS2 PSHE Curriculum

## Year A and C



Year A and C -  
LKS2

Year 3 & 4

### Drugs, Alcohol and Tobacco Education

Tobacco is a  
drug  
(Summer 1)

#### 1. Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people

- I can define what is meant by the word 'drug'
- I can identify when a drug might be harmful
- I can recognise that tobacco is a drug

#### 2. Pupils learn about the effects and risks of smoking tobacco and secondhand smoke

- I can know the effects and risks of smoking and of secondhand smoke on the body
- I can express what they think are the most important benefits of remaining smoke free
- I can recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke

#### 3. Pupils learn about the help available for people to remain smoke free or stop smoking

- I can know about some of the support and medicines that people might use to help them stop smoking
- I can explain what they might say or do to help someone who wants to stop smoking
- I can understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started

### Physical Health and Wellbeing, including First Aid

What helps me  
choose?  
(Summer 2 -  
Health Week)

#### 1. Pupils learn about making healthy choices about food and drinks

- I can use the Eatwell guide to help make informed choices about what they eat and drink
- I can describe situations when they have to make choices about their food and drink
- I can understand who and what influences their choices about food and drinks

#### 2. Pupils learn about how branding can affect what foods people choose to buy

- I can explain why people are attracted to different brands
- I can compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'
- I can understand how this can affect what food people buy

#### 3. Pupils learn about keeping active and some of the challenges of this

- I can identify a range physical activities that help the body
- I can evaluate the levels of physical activity in different pastimes
- I can explain what choices they have about how to spend their free time

#### 4. Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

- I can explain what asthma is and how it can affect people
- I can recognise the symptoms of an asthma attack
- I can understand how people with asthma can look after themselves - treating asthma as a condition and treating an asthma attack

# LKS2 PSHE Curriculum

Year B and D



Year B and D -  
LKS2

Year 3 & 4

Keeping  
Safe and  
Managing  
Risk

Playing Safe  
(Autumn 1)

## 1. Pupils learn how to be safe in their computer gaming habits

- I can know about the age classification system and understand why some games are not appropriate for children to play
- I can evaluate whether a computer game is suitable for them to play and explain why
- I can share opinions about computer games

## 2. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks

- I can identify and assess the level of risk of different activities in the local environment
- I can recognise that in some situations there may be pressure to behave in a way that doesn't feel safe
- I can identify some ways to respond to unhelpful pressure

## 3. Pupils learn about what to do in an emergency

- I can assess what to do in an emergency
- I can demonstrate how to ask for help from a range of emergency services

Emotional  
Health and  
Wellbeing

Strengths  
and  
Challenges  
(Autumn 2)

## 1. Pupils learn about celebrating achievements and setting personal goals

- I can explain how it feels to be challenged, try something new or difficult
- I can plan the steps required to help achieve a goal or challenge
- I can celebrate my own and others' skills, strengths and attributes

## 2. Pupils learn about positive ways to deal with set-backs

- I can describe how it feels when there are set-backs
- I can know some positive ways to manage set-backs and how to ask for help or support
- I can recognise that everyone has setbacks at times, and that these cannot always be controlled

## 3. Pupils learn about resilience and mistakes

- I can explain what resilience means
- I can explain that making mistakes is an important part of my learning journey
- I can explain ways to help with being resilient

# LKS2 PSHE Curriculum

## Year B and D



Year B and D -  
LKS2

Year 3 & 4

### Identity, Society and Equality

Democracy  
(Spring 1)

#### 1. Pupils learn about Britain as a democratic society

- I can understand that Britain is a democratic society and what this means
- I can know that there are different political parties who differ in their views
- I can understand that people have opportunities to influence decisions by voting in elections

#### 2. Pupils learn about how laws are made

- I can know how laws are made and the importance of following them
- I can understand the contribution and influence that individuals and organisations can have on social and environmental change
- I can recognise that laws help to keep people safe

#### 3. Pupils learn about the local council

- I can understand the local council organises services under the guidance of central government
- I can recognise there are limited resources for the needs of the community
- I can know that people may have different views about how council money should be spent

### Money Sense Finance & Gambling

Saving,  
Spending and  
Budgeting  
(Spring 2)

#### 1. Pupils learn about the world of work

- I can explain what a job is and why they are important
- I can explain the difference between an employer, employee and self-employed
- I can know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work

#### 2. Pupils learn about the different jobs people do

- I know about a number of different jobs people do
- I can identify the skills and attributes needed for different jobs
- I can explain why people have a job and how it contributes to society

#### 3. Pupils learn about other ways people contribute to society

- I can explain what a volunteer is
- I can explain the importance of volunteer work in the local community
- I can explain the importance of volunteer work in the world

# LKS2 PSHE Curriculum

## Year B and D



Year B and D -  
LKS2

Year 3 & 4

### Drugs, Alcohol and Tobacco Education

Making  
Choices  
(Summer 1)

#### 1. Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them

- I can be aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used
- I can identify why a person may choose to use or not use a drug
- I can state some alternatives to using drugs

#### 2. Pupils learn about the effects and risks of drinking alcohol

- I can know how alcohol can affect the body
- I can explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed
- I can know that there are laws and guidelines related to the consumption of alcohol

#### 3. Pupils learn about different patterns of behaviour that are related to drug use

- I can explain what is meant by the terms 'habit' and 'addiction'
- I can identify different behaviours that are related to drug use
- I can know where they can go for help if they are concerned about someone's use of drugs

### Physical Health and Wellbeing, including First Aid

What is  
important to  
me?

(Summer 2 - Health  
Week)

#### 1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)

- I can explain why a person may avoid certain foods
- I can communicate my own personal food needs
- I can understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons

#### 2. Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)

- I can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality)
- I can talk about my views and express my opinions on factors that affect food choice
- I can understand that consumers may have different views on the food they eat and how it is produced and farmed

#### 3. Children learn about the importance of getting enough sleep

- I can explain the importance of sleep for health and wellbeing
- I can know what can help people relax and sleep well
- I can recognise the impact that too much screen time can have on a person's health and wellbeing

#### 4. Children learn about first aid

- I can ensure my own safety and the safety of others
- I can identify a burn and a scald
- I can give first aid to a casualty who has a burn or a scald and know what to do if you need to seek medical help

# UKS2 PSHE Curriculum

## Year A and C



Year A and C -  
UKS2

Year 5 & 6

Keeping Safe  
and  
Managing  
Risk

When Things  
Go Wrong  
(Autumn 1)

### 1. Pupils learn about keeping safe online

- I can understand that people can be influenced by things online
- I can explain why what they see online might not be trustworthy
- I can know when and how to report something that makes them feel unsafe or uncomfortable

### 2. Pupils learn that violence within relationships is not acceptable

- I can know what is meant by domestic violence and abuse
- I can understand that nobody should experience violence within a relationship
- I can know what to do if they experience violence/ where to go for help, advice and support

### 3. Pupils learn about problems that can occur when someone goes missing from home

- I can understand some of the reasons that might cause a young person to run away or be absent from home
- I can identify the potential risks and dangers of running away or going missing
- I can know who to talk to if they feel like running away

Emotional  
Health and  
Wellbeing

Dealing with  
Feelings  
(Autumn 2)

### 1. Pupils learn about a wide range of emotions and feelings and how these are experienced in the body

- I can name and describe a wide range and intensity of emotions and feelings
- I can understand how the same feeling can be expressed differently
- I can recognise how emotions can be expressed appropriately in different situations

### 2. Pupils learn about times of change and how this can make people feel

- I can identify situations when someone may feel conflicting emotions due to change
- I can identify ways of positively coping with times of change
- I can recognise that change will affect everyone at some time in their life

### 3. Pupils learn about the feelings associated with loss, grief and bereavement

- I can recognise that at times of loss, there is a period of grief that people go through
- I can understand there are a range of feelings that accompany bereavement and know that these are necessary and important
- I can know some ways of expressing feelings related to grief

### 4. Pupils learn about the stigma and discrimination that can surround mental health

- I can recognise that stigma and discrimination of people living with mental health problems can and does exist
- I can explain the negative effect that this can have
- I can know what can help to have a more positive effect (and therefore reduce stigma and discrimination)

# UKS2 PSHE Curriculum

## Year A and C



Year A and C -  
UKS2

Year 5 & 6

### Identity, Society and Equality

Stereotypes,  
Discrimination  
and Prejudice  
(Spring 1)

#### 1. Pupils learn about stereotyping, including gender stereotyping

- I can explain what is meant by the word 'stereotype'
- I can identify stereotypes as presented in the media and wider world
- I can feel able to challenge gender stereotypes

#### 2. Pupils learn about prejudice and how this can make people feel

- I can explain what prejudice is
- I can explain how prejudice might make someone feel

#### 3. Pupils learn about discrimination and how this can make people feel

- I can identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)
- I can explain what to do if they experience discriminatory language at school
- I can understand how discriminatory language can make people feel and that this is unacceptable

### Money Sense Finance & Gambling

Borrowing and  
Earning Money  
(Spring 1)

#### 1. Pupils learn that money can be borrowed

- I can explain what borrowing means
- I can understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)
- I can explain why some people borrow money

#### 2. Pupils learn that money can be borrowed but there are risks associated with this

- I can explain what debt means
- I can explain the difference between manageable and unmanageable debt and how this can make people feel
- I can identify where people can access reliable information and support

#### 3. Pupils learn about enterprise

- I can identify skills that make someone enterprising
- I can know what is needed to plan and set up an enterprise
- I can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise

# UKS2 PSHE Curriculum

## Year A and C



Year A and C -  
UKS2

Year 5 & 6

Drugs,  
Alcohol and  
Tobacco  
Education

Different  
influences  
(Summer 1)

### 1. Pupils learn about the risks associated with smoking drugs, including cigarettes and e-cigarettes

- I can identify some different smoking drugs, including cigarettes and e-cigarettes
- I can understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes in relation to health, money, social effects and the law
- I can understand that there are risks associated with smoking drugs

### 2. Pupils learn about different influences on drug use –alcohol, tobacco and nicotine products

- I can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products
- I can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol
- I can recognise that there are many influences on us at any time

### 3. Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol

- I can describe some strategies that people can use if they feel under pressure in relation to drug use
- I can demonstrate some ways to respond to pressure concerning drug use
- I can recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it

Physical  
Health and  
Wellbeing,  
including First  
Aid

In an  
Emergency  
(Summer 2 -  
Health Week)

### 1. Pupils learn about the importance of first aid

- I can explain what first aid is
- I can explain what to do when there is emergency
- I can show how to make a clear and efficient call to emergency services

### 2. Pupils learn about what to do when someone is bleeding

- I can ensure the safety of themselves and others
- I can explain how to assess a casualty's condition calmly
- I can comfort and reassure a casualty who is bleeding

### 3. Pupils learn about what to do when someone is choking

- I can recognise when someone is choking
- I can explain how to act when someone is choking (administer first aid to a casualty that is choking (including back blows and tummy thrusts))

### 4. Pupils learn about basic life support

- I can explain the basic life support steps to help save someone's life
- I can explain what a primary survey is and how to conduct it
- I can explain how to place a casualty who is unresponsive and breathing normally into the recovery position
- I can identify when it is necessary for CPR to be given

# UKS2 PSHE Curriculum

## Year B and D



Year B and D -  
UKS2

Year 5 & 6

### Keeping Safe and Managing Risk

Keeping Safe -  
Out and About  
(Autumn 1)

#### 1. Pupils learn about feelings of being out and about in the local area with increasing independence

- I can explain some of the potential risks when out and about in the local area
- I can describe a range of feelings associated with being out and about
- I can understand that people can make assumptions about others that might not reflect reality

#### 2. Pupils learn about recognising and responding to peer pressure

- I can identify risky behaviour in peer groups
- I can recognise and respond to peer pressure and who they can ask for help
- I can understand how people feel if they are asked to do something they are unsure about

#### 3. Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)

- I can explain some of the consequences of anti-social behaviour, including the law
- I can describe ways to resist peer pressure
- I can recognise that I have responsibility for my behaviour and actions

#### 4. Pupils learn about the importance for girls to be protected against FGM (Covered in RSE)

- I can recognise that FGM is a form of abuse
- I can explain that everyone has a right to be protected against harm to their bodies
- I can explain where and how someone can get help and support



### Emotional Health and Wellbeing

Healthy Minds  
(Autumn 2)

#### 1. Pupils learn what mental health is

- I can explain that mental health is about emotions, moods and feelings - how we think, feel and behave
- I can recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent
- I can explain that there is help, advice and support available about mental health

#### 2. Pupils learn about what can affect mental health and some ways of dealing with this

- I can recognise what can affect a person's mental health
- I can explain some ways of dealing with stress and how people can get help and support
- I can understand that anyone can be affected by mental ill health

#### 3. Pupils learn about some everyday ways to look after mental health

- I can explain some everyday ways of looking after mental health
- I can explain why looking after mental health is as important as looking after physical health
- I can understand that some things that support mental health will also support physical health

#### 4. Pupils learn about the stigma and discrimination that can surround mental health

- I can recognise that stigma and discrimination of people living with mental health problems can and does exist
- I can explain the negative effect that this can have
- I can explain what can help to have a more positive effect (and therefore reduce stigma and discrimination)



# UKS2 PSHE Curriculum

Year B and D



Year B and D -  
UKS2

Year 5 & 6

Identity,  
Society and  
Equality

Human Rights  
(Spring 1)

**1. Pupils learn about people who have moved to XXXX from other places. (including the experience of refugees)**

- I can understand what migration means
- I can identify the reasons why people move from one place to another
- I can empathise with the experiences and challenges moving and settling into a new place might bring

**2. Pupils learn about human rights and the UN Convention on the Rights of the Child**

- I can show that I am aware of how rights are relevant to my life and that rights come with responsibilities
- I can understand that individual human rights can sometimes conflict with the circumstances in a country
- I can identify some of the organisations that represent and support the rights of the child and the difference they make

**3. Pupils learn about homelessness**

- I can explain what make a place where someone lives a 'home'
- I can appreciate the difficulties of being homeless or living in temporary accommodation
- I can explain that organisations and initiatives (including charities) work with the homeless or people living in temporary accommodation

Money Sense  
Finance &  
Gambling

Borrowing  
and Earning  
Money  
(Spring 2)

**1. Pupils learn about enterprise**

- I can identify skills that make someone enterprising
- I can explain what is needed to plan and set up an enterprise
- I can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise

**2. Pupils learn what influences people's decisions about careers**

- I can understand that money is one factor in choosing a job and that some jobs pay more than others
- I can debate the extent to which a person's salary is more or less important to job satisfaction
- I can understand how people choose what job to do

**3. Pupils learn what gambling means**

- I can explain what gambling is
- I can explain the risks which come with gambling
- I can explain why people might gamble

# UKS2 PSHE Curriculum

## Year B and D



Year B and D -  
UKS2

Year 5 & 6

### Drugs, Alcohol and Tobacco Education

Weighing up  
risk  
(Summer 1)

**1. Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs.**

- I can explain some of the possible effects and risks of different drugs
- I can explain that some drugs are restricted or that it is illegal to own, use and supply them to others
- I can understand why and when people might use drugs

**2. Pupils learn about assessing the level of risk in different situations involving drug use**

- I can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with
- I can identify risks within a given scenario involving drug use
- I can understand what would need to change to reduce the level of risk

**3. Pupils learn about ways to manage risk in situations involving drug use**

- I can identify situations where drug use may occur
- I can explain some ways of reducing risk in situations involving drug use
- I can explain where people can get help, advice and support regarding drug use

### Physical Health and Wellbeing, including First Aid

In the Media  
(Summer 2 - Health  
Week)

**1. Pupils learn about role models**

- I can analyse how the media portrays celebrities
- I can recognise that celebrities can be presented as role models and that they may be a good or not-so good role model for young people
- I can explain why we need to be cautious about things we see, hear or read about in the media

**2. Pupils learn about how the media can manipulate images and this may not reflect reality**

- I can understand that images can be changed or manipulated by the media and how this can differ from reality
- I can describe how media portrayal might affect people's feelings about themselves
- I can accept and respect that people have bodies that are different

**3. Pupils learn that messages given on food adverts can be misleading**

- I can explain that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers
- I can compare the health benefits of a food or drink product in comparison with an advertising campaign
- I can identify advertising as one influence on people's choices about food and drink

**4. Pupils learn about first aid**

- I can understand that it is most important to ensure the safety of myself and others when faced with an emergency situation
- I can assist in an emergency by calling for help correctly and give the correct information when calling the emergency services for help
- I can explain what to do when someone has a head injury

# RSE

## EYFS and KS1



Year Group	My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
<b>Reception</b>	<p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <ul style="list-style-type: none"> <li>• I can identify comfortable and uncomfortable feelings.</li> <li>• I can describe my feelings.</li> <li>• I can manage comfortable feelings.</li> </ul>	<p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p> <ul style="list-style-type: none"> <li>• I can identify ways of keep clean</li> <li>• I know when it is important to wash my hands</li> <li>• I know how to wash my hands</li> </ul>	<p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <ul style="list-style-type: none"> <li>• I know that there are some ways that people can be the same as each other</li> <li>• I know that there are some ways that people can be different to each other</li> <li>• I know that everyone should be OK to be themselves</li> </ul>	<p>Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.</p> <ul style="list-style-type: none"> <li>• I have thought about things that I like</li> <li>• I have thought about things that I dislike</li> <li>• I have considered how to make a difficult choice, listening to each other people's opinions</li> </ul>	<p>Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.</p> <ul style="list-style-type: none"> <li>• I know what private means</li> <li>• I know that some things are done in private</li> <li>• I know that other people need to be private sometimes</li> </ul>	<p>Pupils can identify the special people in their lives, what makes them special people care for one another.</p> <ul style="list-style-type: none"> <li>• I know the people that are special to me</li> <li>• I know what makes people special to each other</li> <li>• I know how special people look after each other</li> </ul>
<b>Year 1</b>	<p>Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> <ul style="list-style-type: none"> <li>• I can describe my feelings.</li> <li>• I understand that people react differently to their feelings.</li> <li>• I know that all feelings are OK, but some behaviours are not.</li> </ul>	<p>Pupils can correctly name the main parts of the body including external genitalia using scientific terms.</p> <ul style="list-style-type: none"> <li>• I can correctly name the main parts of the body.</li> <li>• I can name the private part of the body that boys have.</li> <li>• I can name the private part of the body that girls have.</li> </ul>	<p>Pupils understand the importance of listening to other people, playing and working cooperatively, including strategies to resolve simple disagreements through negotiation.</p> <ul style="list-style-type: none"> <li>• I can actively listen to other people.</li> <li>• I have thought about ways of communicating effectively.</li> <li>• I have considered ways to resolve disagreements through negotiation.</li> </ul>	<p>Pupils can identify and respect differences and similarities between people, and can celebrate this.</p> <ul style="list-style-type: none"> <li>• I know I am the same as other people in some ways.</li> <li>• I know I am different from other people in some ways.</li> <li>• I can celebrate the similarities and differences that people have.</li> </ul>	<p>Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others.</p> <ul style="list-style-type: none"> <li>• I know some ways that diseases are spread.</li> <li>• I know some ways that I can protect myself from diseases.</li> <li>• I know some ways that I can protect others from diseases.</li> </ul>	<p>Pupils can identify the people who look after them and how to attract their attention if needed.</p> <ul style="list-style-type: none"> <li>• I know the people that can help look after me.</li> <li>• I have identified people I can ask for help.</li> <li>• I can ask for help if I need to.</li> </ul>
<b>Year 2</b>	<p>Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p> <ul style="list-style-type: none"> <li>• I have considered my self-esteem.</li> <li>• I can recognise and celebrate my strengths.</li> <li>• I have set a goal for myself.</li> </ul>	<p>Pupils can recognise how they grow and will change as they become older.</p> <ul style="list-style-type: none"> <li>• I know how a baby grows.</li> <li>• I know how I have grown and changed.</li> <li>• I know how I might change as I grow older.</li> </ul>	<p>Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.</p> <ul style="list-style-type: none"> <li>• I know what bullying is.</li> <li>• I have considered how bullying can make someone feel.</li> <li>• I know what to do if I am bullied or I see someone else being bullied.</li> </ul>	<p>Pupils can identify the ways in which people and families are unique, understanding that there has never been and will never be another them.</p> <ul style="list-style-type: none"> <li>• I know that I am uniquely special.</li> <li>• I know that there are lots of different types of families.</li> <li>• I do not feel under pressure to be different to who I am.</li> </ul>	<p>Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.</p> <ul style="list-style-type: none"> <li>• I know that there are different types of touch.</li> <li>• I understand that people need personal space.</li> <li>• I understand that some touches are unsafe and know how to respond to these.</li> </ul>	<p>Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p> <ul style="list-style-type: none"> <li>• I know what a secret is.</li> <li>• I know what a surprise is.</li> <li>• I can tell someone if I am asked to keep something a secret that makes me feel uncomfortable, worried or afraid.</li> </ul>



Year Group	My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
<b>Year 3</b>	<p>Pupils can identify their strengths and set goals for themselves, understanding how this contributes to self-esteem.</p> <ul style="list-style-type: none"> <li>I can understand the term self-esteem and know why it is important.</li> <li>I can recognise some of my strengths</li> <li>I can set an aspirational goal for myself.</li> </ul>	<p>Pupils know how their body might change as they grow and develop, how to care for their body and celebrate their uniqueness.</p> <ul style="list-style-type: none"> <li>I can understand how my body might change as I grow and develop.</li> <li>I can celebrate everybody's physical uniqueness.</li> <li>I know how to keep my body clean and hygienic.</li> </ul>	<p>Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p> <ul style="list-style-type: none"> <li>I know what a relationship is and the different types of relationships that people enjoy.</li> <li>I can identify the different types of relationships that I am in.</li> <li>I have considered ways people show that they care for each other in a relationship.</li> </ul>	<p>Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.</p> <ul style="list-style-type: none"> <li>I can identify that there are ways in which some people believe that a boy should behave and a girl should behave.</li> <li>I can recognise that girls and boys have lots of similarities.</li> <li>I know that I can follow my aspirations, irrespective of the gender that I was born in.</li> </ul>	<p>Pupils understand the right to protect their body from unwanted touch.</p> <ul style="list-style-type: none"> <li>I know that it is my right to decide who can touch my body.</li> <li>I can think about the reasons why some people may need to touch my body.</li> <li>I know how to respond if someone touches my body without my permission.</li> </ul>	<p>Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p> <ul style="list-style-type: none"> <li>I can identify a secret and a surprise, understanding the difference.</li> <li>I know that it is ok to keep a surprise and that it is important to share a secret.</li> <li>I can consider ways of sharing a secret appropriately.</li> </ul>
<b>Year 4</b>	<p>Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p> <ul style="list-style-type: none"> <li>I can recognise a wide range of emotions, and identify factors that affect emotions.</li> <li>I can consider strategies to help manage my emotions.</li> <li>I can think about ways to recognise and respond to other people's emotions.</li> </ul>	<p>Pupils can reflect on how their body has changed so far and how it might change in the future.</p> <ul style="list-style-type: none"> <li>I can say how a baby develops.</li> <li>I can say how a baby is born.</li> <li>I can say how my body has changed so far and how it might change in the future.</li> </ul>	<p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> <ul style="list-style-type: none"> <li>I can recognise that some things can be done in public and some things should only be done in private.</li> <li>I can think about different types of touch within relationships and how to respond.</li> <li>I can think about types of behaviours within relationships and how to respond.</li> </ul>	<p>Pupils recognise that differences and similarities between people arise from a number of factors including family and personal identity.</p> <ul style="list-style-type: none"> <li>I know everyone is similar and different to other people.</li> <li>I can think about my family and how it is unique and special to me.</li> <li>I can identify some of the things that make me who I am and can celebrate these.</li> </ul>	<p>Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p> <ul style="list-style-type: none"> <li>I can understand what marriage is and why this is something special between two people.</li> <li>I can explore the reasons why some people choose not to get married.</li> <li>I know that marriage should always be a choice.</li> </ul>	<p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p> <ul style="list-style-type: none"> <li>I can recognise situations that I will need help to manage.</li> <li>I know who I can ask for help and I have practised it.</li> </ul>
<b>Year 5</b>	<p>Pupils can anticipate how their emotions may change as they approach and move through puberty.</p> <ul style="list-style-type: none"> <li>I understand how puberty may affect my emotions.</li> <li>I can consider how my changing emotions may affect me.</li> <li>I can respond to overwhelming emotions.</li> </ul>	<p>Pupils can anticipate how their body may change as they approach and move through puberty.</p> <ul style="list-style-type: none"> <li>I can say how the male and female body can be affected by puberty.</li> <li>I can think about how these body changes might make people feel about themselves.</li> </ul>	<p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p> <ul style="list-style-type: none"> <li>I can identify the relationships that I have.</li> <li>I can recognise healthy and unhealthy relationships, and how these can make me feel.</li> <li>I can use the skills to respond to an unhealthy relationship.</li> </ul>	<p>Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.</p> <ul style="list-style-type: none"> <li>I can say the terms associated with gender identity and sexual orientation.</li> <li>I know that using the terms to bully someone is unacceptable.</li> <li>I can consider ways to respond to identity bullying.</li> </ul>	<p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p> <ul style="list-style-type: none"> <li>I can identify personal information that is shared online.</li> <li>I can understand how quickly personal information and photographs can be shared online.</li> <li>I know I have a responsibility not to share my own or other people's photographs online.</li> </ul>	<p>Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.</p> <ul style="list-style-type: none"> <li>I know that the internet can contain images and information that I find upsetting.</li> <li>I can understand that people can be upset by different things.</li> <li>I can talk to a trusted adult about something that I found online that makes me feel upset.</li> </ul>
<b>Year 6</b>	<p>Pupils can recognise that images in the media, including online do not always reflect reality and can affect how people feel about themselves.</p> <ul style="list-style-type: none"> <li>I can recognise that images in the media, including online do not always reflect reality.</li> <li>I can understand that the unrealistic media images of the body can have a negative impact on how people feel about themselves.</li> <li>I can consider ways to feel positive about myself and celebrate my body.</li> </ul>	<p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.</p> <ul style="list-style-type: none"> <li>I can name the sexual organs of a man and a woman.</li> <li>I can say how a man and woman have sexual intercourse.</li> <li>I understand how sexual intercourse can lead to reproduction.</li> </ul>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.</p> <ul style="list-style-type: none"> <li>I know the correct terms to describe gender and sexuality.</li> <li>I can show that treating someone as 'wrong' or 'less than' because of their gender and/or sexuality can constitute homophobia, biphobia or transphobic bullying.</li> <li>I can consider appropriate ways to communicate about gender and sexuality.</li> </ul>	<p>Pupils know some cultural practice are against British law and universal human rights, including female genital mutilation (FGM).</p> <ul style="list-style-type: none"> <li>I know that the cultural practice of female genital mutilation is against British law.</li> <li>I know that FGM constitutes abuse and is a crime.</li> <li>I know how to support a friend who I am worried might be at risk of FGM.</li> </ul>	<p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.</p> <ul style="list-style-type: none"> <li>I know that infections can be shared during sexual intercourse.</li> <li>I can say that infections spread easily and to lots of people and a condom can help to reduce the spread.</li> </ul>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p> <ul style="list-style-type: none"> <li>I can consider a range of problems that may affect people of my age.</li> <li>I can identify different sources of help, advice and support for a range of problems.</li> <li>I can feel confident to ask for help and to help other people to ask for help if needed.</li> </ul>