



**Grange Primary Academy**  
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Part of United Learning

# PSHE End of Year Expectations 2025 - 2026

## EYFS: Development Matters

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Select and use activities and resources, with help when needed.</li><li>• Develop their sense of responsibility and membership of a community.</li><li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li><li>• Show more confidence in new social situations.</li><li>• Play with one or more other children, extending and elaborating play ideas.</li><li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li><li>• Increasingly follow rules, understanding why they are important.</li><li>• Remember rules without needing an adult to remind them.</li><li>• Develop appropriate ways of being assertive.</li><li>• Talk with others to solve conflicts.</li><li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li><li>• Understand gradually how others might be feeling.</li><li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li><li>• Make healthy choices about food, drink, activity and toothbrushing.</li></ul>	<ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs.</li><li>• Personal hygiene.</li><li>• Know and talk about the different factors that support their overall health and wellbeing including:<ul style="list-style-type: none"><li>○ Regular physical activity</li><li>○ Healthy eating</li><li>○ Toothbrushing</li><li>○ Sensible amounts of 'screen time'</li><li>○ Having a good sleep routine</li><li>○ Being a safe pedestrian</li></ul></li></ul>

## **EYFS: Early Learning Goals**

### **Self-Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

### **Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## EYFS - Personal, Social & Emotional Development: Milestones

### Self-Regulation

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Allow an adult to comfort them.</li><li>• Achieve a goal they have chosen, or one which is suggested to them.</li><li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li><li>• Seek adult support to help them in managing emotions.</li><li>• Recognise when a peer is upset.</li><li>• Talk about their feelings using a developing vocabulary <i>e.g. frightened, frustrated</i>.</li><li>• Explain to an adult what has happened when they are upset.</li><li>• Begin to control their own emotions.</li><li>• Begin to understand how others feel.</li></ul>	<ul style="list-style-type: none"><li>• Identify and name feelings in themselves and others e.g. cross, lonely, worried.</li><li>• Bounce back quickly after they have been upset and with more independence.</li><li>• Reflect on feelings they encounter in stories and make links to their own experiences.</li><li>• Follow two-step instructions.</li><li>• Wait with increased patience for attention or a turn in a game/with a toy.</li></ul> <p><b>Recognise, moderate, and express their own feelings and show an understanding of the feelings of others. Set and work towards simple goals. Wait for what they want and control their immediate impulses when appropriate. Give focused attention to the teacher, responding appropriately even when engaged in activity, and follow instructions involving several ideas or actions.</b></p>

## EYFS - Personal, Social & Emotional Development: Milestones

### Managing Self

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Select and use activities and resources with help.</li><li>• Follow a two-part instruction as part of a group.</li><li>• Join in an activity when invited by an adult.</li><li>• Select and use activities and resources independently.</li><li>• Remember basic setting rules and follow them most of the time.</li><li>• Explain why rules are important.</li><li>• Care for plants, animals and their immediate environment.</li><li>• Talk confidently in front of a group of their peers.</li></ul>	<ul style="list-style-type: none"><li>• Abide by most of the rules of the classroom.</li><li>• Try new activities independently or with peers.</li><li>• Talk positively about themselves and what they can do.</li><li>• Begin to understand and discuss consequences of our behaviour.</li><li>• Shows increasing independence, working on short activities independently.</li><li>• Persevere when something is challenging.</li></ul> <p><b>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly</b></p>

## EYFS - Personal, Social & Emotional Development: Milestones

### Self-Care

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Use the toilet independently.</li><li>• Wash and dry their hands.</li><li>• Take their coat off and put it on.</li><li>• Put on shoes without fastening</li><li>• Pull zips up and down.</li><li>• Pull up trousers independently.</li><li>• Put T-Shirt and jumper on/off independently.</li><li>• Show independence in managing own needs including at snack time.</li><li>• Give simple explanations about healthy lifestyle choices.</li></ul>	<ul style="list-style-type: none"><li>• Put on socks and shoes.</li><li>• Fasten zips independently</li><li>• Explain why handwashing is important.</li><li>• Undress independently with help for buttons</li><li>• Dress and undress independently.</li><li>• Know and talk about the different factors that support their overall health and wellbeing: <i>regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</i></li></ul> <p><b>Manage their own basic hygiene and personal needs, including dressing (with support for small buttons), going to the toilet and understanding the importance of healthy food choices</b></p>

## EYFS - Personal, Social & Emotional Development: Milestones

### Building Relationships

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"><li>• Take turns, with adult support.</li><li>• Play with one or more other children.</li><li>• Join in with a group of children who are playing.</li><li>• Speak to peers within a game or activity.</li><li>• Seek adult support to help them in managing emotions and conflicts.</li><li>• Play with other children extending and elaborating play ideas.</li><li>• Find solutions to conflicts and rivalries.</li></ul>	<ul style="list-style-type: none"><li>• Take turns when playing simple games.</li><li>• Show empathy towards their peers.</li><li>• Show understanding of another child's perspective.</li><li>• Solve small conflicts through speaking to each other and being assertive.</li></ul> <p><b>Form positive attachments with adult peers, working and playing cooperatively and showing sensitivity to their own and to others' needs.</b></p>

## Overview: KS1 and KS2

**Mind Up** – Children throughout Key Stage 1 and 2 will have access to additional PSHE following the Mind Up program (please see Mind Up books for guidance). This will be developed through one focused lesson per half term, around how the brain works and why we use mindful strategies to help us.

Following the KAPOW curriculum, the children will access the following areas of learning: **families and relationships**, **health and wellbeing**, **safety and the changing body**, **citizenship** and **economic wellbeing**. The five key areas are revisited in each year group, making pupil's prior and future learning clear and progressive.

### Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

### Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

### Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

### Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

### Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

### Identity

Considering what makes us who we are whilst learning about body image.



## Long Term Map: KS1 and KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Introduction lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Transition Lesson
Year 2	Introduction lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship	Economic Wellbeing Transition Lesson
Year 3	Introduction lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship	Economic Wellbeing Transition Lesson
Year 4	Introduction lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship	Citizenship Economic Wellbeing Transition Lesson
Year 5	Introduction lesson Family and Relationships	Family and Relationships Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Transition lesson: Roles and Responsibilities
Year 6	Introduction lesson Family and Relationships	Health and Wellbeing	Health and wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing <b>Identity</b> Transition Lesson: Dealing with Change

## RSE AND PSHE Curriculum Overview (KS1 and KS2)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Family and relationships</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• What is family?</li> <li>• What are friendships?</li> <li>• Family and friends help and support each other</li> <li>• Making friends</li> <li>• Friendship problems</li> <li>• Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Families offer stability and love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Unhappy friendships</li> <li>• Valuing me</li> <li>• Manners &amp; courtesy</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Healthy families</li> <li>• Friendships - conflict</li> <li>• Effective communication</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect &amp; manners</li> <li>• Healthy friendships</li> <li>• My behaviour</li> <li>• Bullying</li> <li>• Stereotypes</li> <li>• Families in the wider world</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Build a friend</li> <li>• Resolving conflict</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect</li> <li>• Developing respectful relationships</li> <li>• Stereotypes</li> <li>• Bullying</li> <li>• Being me</li> <li>• Loss and change</li> </ul>
<b>Safety and the changing body</b>	<ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Making a call to the emergency services</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets and surprises</li> <li>• Appropriate contact</li> <li>• Road safety</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>• Online restrictions</li> <li>• Share aware</li> <li>• Basic first aid</li> <li>• Privacy and secrecy</li> <li>• Consuming information online</li> <li>• The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Identifying online dangers</li> <li>• The changing adolescent body (puberty, including menstruation)</li> <li>• First aid</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs alcohol &amp; tobacco</li> <li>• First aid</li> <li>• Critical digital consumers</li> <li>• Social media</li> <li>• The changing adolescent body (puberty, conception, birth)</li> </ul>
<b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Ready for bed</li> <li>• Relaxation</li> <li>• Hand washing &amp; personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Relaxation</li> <li>• Who am I?</li> <li>• My superpowers</li> <li>• Breaking down barriers</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• Diet and dental health</li> <li>• Visualisation</li> <li>• Celebrating mistakes</li> <li>• My role</li> <li>• My happiness</li> <li>• Emotions</li> <li>• Mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Taking responsibility for my feelings</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• What can I be?</li> <li>• Mindfulness</li> <li>• Taking responsibility for my health</li> <li>• Resilience toolkit</li> <li>• Immunisation</li> <li>• Health concerns</li> <li>• Creating habits</li> <li>• The effects of technology on health</li> </ul>

## RSE AND PSHE Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	<b>Responsibility</b> <ul style="list-style-type: none"> <li>Rules</li> <li>Caring for others: Animals</li> <li>The needs of others</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>Rules beyond school</li> <li>Our school environment</li> <li>Our local environment</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>Rights of the child</li> <li>Rights and responsibilities</li> <li>Recycling</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>What are human rights?</li> <li>Caring for the environment</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>Breaking the law</li> <li>Rights and responsibilities</li> <li>Protecting the planet</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>Human rights</li> <li>Food choices and the environment</li> <li>Caring for others</li> </ul>
	<b>Community</b> <ul style="list-style-type: none"> <li>Similar, yet different</li> <li>Belonging</li> </ul>	<b>Community</b> <ul style="list-style-type: none"> <li>Job roles in our local community</li> <li>Similar yet different: My local community</li> </ul>	<b>Community</b> <ul style="list-style-type: none"> <li>Local community groups</li> <li>Charity</li> </ul>	<b>Community</b> <ul style="list-style-type: none"> <li>Community groups</li> <li>Contributing</li> <li>Diverse communities</li> </ul>	<b>Community</b> <ul style="list-style-type: none"> <li>Contributing to the community</li> <li>Pressure groups</li> </ul>	<b>Community</b> <ul style="list-style-type: none"> <li>Prejudice and discrimination</li> <li>Valuing diversity</li> </ul>
	<b>Democracy</b> <ul style="list-style-type: none"> <li>Democratic decisions</li> </ul>	<b>Democracy</b> <ul style="list-style-type: none"> <li>School Council</li> <li>Giving my opinion</li> </ul>	<b>Democracy</b> <ul style="list-style-type: none"> <li>Local democracy</li> <li>Rules</li> </ul>	<b>Democracy</b> <ul style="list-style-type: none"> <li>Local councillors</li> </ul>	<b>Democracy</b> <ul style="list-style-type: none"> <li>Parliament</li> </ul>	<b>Democracy</b> <ul style="list-style-type: none"> <li>National democracy</li> </ul>
Economic wellbeing	<b>Money</b> <ul style="list-style-type: none"> <li>Introduction to money</li> <li>Looking after money</li> <li>Banks and building societies</li> <li>Saving and spending</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>Where money comes from</li> <li>Needs and wants</li> <li>Wants and needs</li> <li>Looking after money</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>Ways of paying</li> <li>Budgeting</li> <li>How spending affects others</li> <li>Impact of spending</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>Spending choices/ value for money</li> <li>Keeping track of money</li> <li>Looking after money</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>Borrowing</li> <li>Income and expenditure</li> <li>Risks with money</li> <li>Prioritising spending</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>Attitudes to money</li> <li>Keeping money safe</li> <li>Gambling</li> </ul>
	<b>Career and aspirations</b> <ul style="list-style-type: none"> <li>Jobs in school</li> </ul>	<b>Career and aspirations</b> <ul style="list-style-type: none"> <li>Jobs</li> </ul>	<b>Career and aspirations</b> <ul style="list-style-type: none"> <li>Jobs and careers</li> <li>Gender and careers</li> </ul>	<b>Career and aspirations</b> <ul style="list-style-type: none"> <li>Influences on career choices</li> <li>Jobs for me</li> </ul>	<b>Career and aspirations</b> <ul style="list-style-type: none"> <li>Stereotypes in the workplace</li> </ul>	<b>Career and aspirations</b> <ul style="list-style-type: none"> <li>What jobs are available</li> <li>Career routes</li> </ul>
Transition Identity	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
						<ul style="list-style-type: none"> <li>What is identity</li> <li>Gender identity</li> <li>Identity and body image</li> </ul>

## Progression of Skills and knowledge – Families and Relationships

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Exploring how families are different to each other.	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.
<b>Friendships</b>	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p>	Understanding difficulties in friendships and discussing action that can be taken.	<p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>	<p>Exploring ways to resolve friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p>	<p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a friendship problem</p>
<b>Respectful relationships</b>	<p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	<p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p>	<p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p>	<p>Identifying who I can trust.</p> <p>Learning about the effects of non verbal communication.</p> <p>Exploring the negative impact of stereotyping.</p>	<p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To know the signs of a good listener.</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p>
<b>Change and loss</b>	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.	N/A	N/A

## Progression of Skills and knowledge – Families and Relationships

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make.  To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
<b>Friendships</b>	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander.  To understand that everyone has the right to decide what happens to their body.	Exploring the impact that bullying might have.  Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend.  To understand what might lead to someone bullying others.  To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships.  To understand the concepts of negotiation and compromise.
<b>Respectful relationships</b>	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios.  To understand some stereotypes related to disability.	Exploring and questioning the assumptions we make about people based on how they look.  Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has.  To know that stereotypes can be unfair, negative and destructive.  To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships.  Identifying ways to challenge stereotypes.	To understand what respect is.  To understand that everyone deserves respect but respect can be lost.  To understand that stereotypes can lead to bullying and discrimination.
<b>Change and loss</b>	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions.  To know that grief is the process people go through when someone close to them dies.

## Progression of Skills and Knowledge – Health and Wellbeing

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	<p>Learning how to wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p>	<p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people.</p>	<p>Exploring the effect that food and drink can have on my teeth.</p>	<p>To know that food and drinks with lots of sugar are bad for our teeth.</p>	<p>Discussing why it is important to look after my teeth.</p>	<p>To understand ways to prevent tooth decay.</p>
<b>Physical health and wellbeing</b>	<p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p>	<p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p>	<p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation.</p>	<p>To understand the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be a useful strategy to relax.</p>	<p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p>
<b>Mental wellbeing</b>	<p>Identifying personal strengths and qualities.</p> <p>Identifying different ways to manage feelings.</p>	<p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like.</p> <p>To know the words to describe some positive and negative emotions.</p>	<p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>Developing an understanding of self respect.</p>	<p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>



## Progression of Skills and Knowledge – Health and Wellbeing

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Developing independence in looking after my teeth.	To know key facts about dental health.	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness.  Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease.  To know that changes in the body could be possible signs of illness.
<b>Physical health and wellbeing</b>	Identifying what makes me feel calm and relaxed.  Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.	Understanding the relationship between stress and relaxation.  Considering calories and food groups to plan healthy meals.  Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress.  To know that calories are the unit that we use to measure the amount of energy certain foods give us.  To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful.  Exploring ways to maintain good habits.  Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).  To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
<b>Mental wellbeing</b>	Exploring how my skills can be used to undertake certain jobs.  Explore ways we can make ourselves feel happy or happier.  Developing the ability to appreciate the emotions of others in different situations.  Learning to take responsibility for my emotions by knowing that I can control some things but not others.  Developing a growth mindset.	To know that different job roles need different skills and so some roles may suit me more than others.  To know that it is normal to experience a range of emotions.  To know that mental health refers to our emotional wellbeing, rather than physical.  To understand that mistakes can help us to learn.  To know who can help if we are worried about our own or other people's mental health.	Taking responsibility for my own feelings.	To understand what can cause stress.  To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them.  Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).  To know the effects technology can have on mental health.

## Progression of Skills and Knowledge – Safety and the Changing Body

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>
<b>Drugs, alcohol and tobacco</b>	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>
<b>The changing adolescent body</b>	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>	N/A	N/A
<b>Basic first aid</b>	<p>Practising making an emergency phone call.</p>	<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>



## Progression of Skills and Knowledge – Safety and the Changing Body

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p>	<p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p>	<p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p>	<p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p>
<b>Drugs, alcohol and tobacco</b>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>	<p>Learning to make 'for' and 'against' arguments to help with decision making.</p>	<p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p>	<p>Discussing the reasons why adults may or may not drink alcohol.</p>	<p>To understand the risks associated with drinking alcohol.</p>
<b>The changing adolescent body</b>	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>	<p>Learning about the emotional changes during puberty.</p> <p>Identifying reliable sources of help with puberty.</p>	<p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p>	<p>Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>To understand how a baby is conceived and develops.</p>
<b>Basic first aid</b>	<p>Learning how to help someone who is having an asthma attack.</p>	<p>To know that asthma is a condition which causes the airways to narrow.</p>	<p>Learning about how to help someone who is bleeding.</p>	<p>To know how to assess a casualty's condition.</p>	<p>Learning how to help someone who is choking.</p> <p>Placing an unresponsive patient into the recovery position.</p>	<p>To know how to conduct a primary survey (using DRSABC).</p>

## Progression of Skills and Knowledge – Citizenship

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising why rules are necessary.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different.</p>	<p>Explaining why rules are in place.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that everyone has similarities and differences.</p>	<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p>	<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>

## Progression of Skills and Knowledge – Economic Wellbeing

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Discussing how to keep money safe.	To know that coins and notes have different values.	Identifying whether something is a want or need.	To know some of the ways in which adults get money.	Discussing the range of feelings which money can cause.	To understand that there are different ways to pay for things.
Discussing what to do if we find money.	To know some of the ways children may receive money.	Recognising that people make choices about how to spend money.	To know the difference between a 'want' and 'need'.	Discussing the different attitudes people have to money.	To know that budgeting money is important.
Exploring choices people make about money.	To know that it is wrong to steal money.	Exploring the reasons why people choose certain jobs.	To know some of the features to look at when selecting a bank account.	Exploring the impact our spending can have on other people.	To understand that there are a range of jobs available.
Developing an understanding of how banks work.	To know that banks are places where we can store our money.  To know some jobs in school.  To know that different jobs need different skills.			Considering the advantages and disadvantages of different payment methods.	To understand that some stereotypes can exist around jobs but these should not affect people's choices.
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring the factors which affect whether something is value for money.	To know that money can be lost in a variety of ways.	Discussing risks associated with money.	To know that when money is borrowed it needs to be paid back, usually with interest.	Recognising differences in how people deal with money and the role of emotions in this.	To understand that there are certain rules to follow to keep money safe in bank accounts.
Discuss some impacts of losing money.	To understand the importance of tracking money.	Making a budget based on priorities.	To know that it is important to prioritise spending.	Discussing some risks associated with gambling.	To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.
Identifying negative and positive influences that can affect our career choices.	To know that many people will have more than one job or career in their lifetimes.  Exploring ways to overcome stereotypes in the workplace.	Discussing the role of money in selecting a job.  Discussing how income can change and the feelings associated with this.	To know that income is the amount of money received and expenditure is the amount of money spent.  To know some ways that people lose money.	Identifying jobs which might be suitable for them.	To understand that different jobs have different routes into them.  To understand that people change jobs for a number of reasons.  To know that banks and organisations such as Citizens' Advice can help with money-related problems.

### PROGRESSION OF SKILLS AND KNOWLEDGE – TRANSITION

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising our own strengths.	To understand that changes can be both positive and negative.	Identifying people who can help us when we are worried about changes.	To understand that change is part of life.	Learning strategies to deal with change.	To understand that change often brings about more opportunities and responsibilities.
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising our own achievements.  Being able to set goals.	To know that setting goals can help us to achieve what we want.	Recognising own skills and how these can be developed.	To understand the skills needed for roles in school.	Exploring a greater range of strategies to deal with feelings associated with change.	To know that a big change can bring opportunities but also worries.

### Progression of Skills and Knowledge – Identity

## Year 6 only

### Skills

Discussing the factors that make our 'identity'.

Recognising the difference between how we see ourselves and how others see us.

Exploring how the media might influence our identity.

### Knowledge

To know that identity is the way we see ourselves and also how other people see us.

## National Curriculum Mental Health Expectations

	End of Key Stage 1	End of Key Stage 2	End of Key Stage 3
<b>Mental Health</b>	<p><b>Pupils Learn...</b></p> <p>about different feelings that humans can experience</p> <p>how to recognise and name different feelings</p> <p>how feelings can affect people's bodies and how they behave</p> <p>how to recognise what others might be feeling</p> <p>to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>about ways of sharing feelings; a range of words to describe feelings</p>	<p><b>Pupils Learn...</b></p> <p>that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>to recognise that feelings can change over time and range in intensity</p> <p>about everyday things that affect feelings and the importance of expressing feelings</p>	<p><b>Pupils Learn...</b></p> <p>how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>the characteristics of mental and emotional health and strategies for managing these</p> <p>the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>a range of healthy coping strategies and ways to promote wellbeing and</p>

	<p>about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>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</p> <p>to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible</p> <p>how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p>
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		problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	
<b><u>Mind Up</u></b>	<p>Mind Up helps to promote an optimistic classroom that promotes and develops mindful attention to oneself and others, tolerance of differences and the capacity of each member of the community to grow as a person and a learner. Through the weeks the children will learn about the brain and how it functions in the process gaining insight into their minds and behaviours as well as the people around them.</p> <p>The Mind Up programme will be delivered as one lesson at the beginning of each half term. The skills and knowledge learnt through Mind Up should then be embedded into everyday classroom life and learning.</p>		
<b>Unit Title</b>	<b>Objectives for Key Stage 1 and 2</b>		
<b>How our brains work</b>	<ul style="list-style-type: none"> <li>- Children will identify the amygdala, the hippocampus and the prefrontal cortex (PFC) on a diagram of the brain</li> <li>- Children will give a simple definition of these three parts of the brain</li> </ul>		
<b>Mindful awareness</b>	<ul style="list-style-type: none"> <li>- Children will be able to define and describe the difference between mindful and unmindful thought and actions</li> <li>- Children will apply the concept of mindful awareness to their own lives</li> </ul>		
<b>The core practice</b>	<ul style="list-style-type: none"> <li>- Children will learn an exercise that combines listening and breathing to calm and focus their minds</li> <li>- Children discover the importance of practicing focusing exercises regularly</li> </ul>		



<b>Mindful listening</b>	<ul style="list-style-type: none"> <li>- Children will train their attention on specific sounds and try to identify those sounds</li> <li>- Children will learn how mindful listening skills can help them concentrate more successfully</li> </ul>
<b>Mindful seeing</b>	<ul style="list-style-type: none"> <li>- Children will practice focusing their attention on an object and describe the visual details they observe</li> <li>- Children will strengthen their visual vocabulary and memory through mindful seeing</li> </ul>
<b>Mindful smelling</b>	<ul style="list-style-type: none"> <li>- Children focus their attention through their sense of smell and describe their observations <ul style="list-style-type: none"> <li>- Children identify thoughts and feelings triggered by various scents</li> </ul> </li> </ul>
<b>Mindful tasting</b>	<ul style="list-style-type: none"> <li>- Children will focus on savoring a morsel of food and describe their experience</li> <li>- Children will identify ways that mindful taste can help them eat healthily</li> </ul>
<b>Mindful movement 1</b>	<ul style="list-style-type: none"> <li>- Children will focus their attention on internal and physical sensations, in both a relaxed and active state <ul style="list-style-type: none"> <li>- Children will monitor their own heart rate and exercise control over breathing and heart rate</li> </ul> </li> </ul>
<b>Mindful movement 2</b>	<ul style="list-style-type: none"> <li>- Children will mindfully control their balance and describe the sensations they experience <ul style="list-style-type: none"> <li>- Children will connect mindful balancing to being well-balanced in life</li> </ul> </li> </ul>

<b>Perspective talking</b>	<ul style="list-style-type: none"> <li>- Children will identify different perspectives of characters in a story</li> <li>- Children will apply open minded perspective linking to social situations in their own lives</li> </ul>
<b>Choosing optimism</b>	<ul style="list-style-type: none"> <li>- Children will define two different minds-sets (optimism and pessimism) used to think about, react to and approach a problem</li> <li>- Children will practice strategies that help them to develop and maintain optimism in their own lives</li> </ul>
<b>Appreciating happy experiences</b>	<ul style="list-style-type: none"> <li>- Children will visualise and describe their thoughts, feelings and physical sensations during a pleasurable experience</li> <li>- Children will use recalling a pleasurable experience as a way to build optimism</li> </ul>
<b>Expressing gratitude</b>	<ul style="list-style-type: none"> <li>- Children will learn the meaning of gratitude and the importance of expressing gratitude</li> <li>- Children identify things in their life for which they are grateful</li> </ul>
<b>Performing acts of kindness</b>	<ul style="list-style-type: none"> <li>- Children will find three opportunities to show kindness and perform three acts of kindness</li> <li>- Children will explore the benefits – for themselves and for others – of being kind</li> </ul>
<b>Mindful action in the world</b>	<ul style="list-style-type: none"> <li>- Children will work cooperatively to plan and perform an act of kindness for the school or larger community</li> <li>- Children will reflect on their feelings as they make a positive difference through kind actions</li> </ul>

## Year 1 Overview

Week	Autumn	Spring	Summer
Introduction	<a href="#">Introduction: Setting ground rules for RSE &amp; PSHE</a>		
Week 1	<a href="#">Family and relationships (7 lessons)</a> Lesson 1: What is family?	Lesson 6: Sun safety	Lesson 2: Caring for others: Animals
Week 2	Lesson 2: What are friendships?	Lesson 7: Allergies	★ Extend the unit, or visit a farm or a different animal-centre to learn more about animal care.
Week 3	Lesson 3: Recognising other people's emotions	Lesson 8: People who help keep us healthy	Lesson 3: The needs of others
Week 4	Lesson 4: Working with others	<a href="#">Safety and the changing body (8 lessons)</a> Lesson 1: Adults in school	Lesson 4: Similar, yet different
Week 5	Lesson 5: Friendship problems	Lesson 2: Adults outside school	Lesson 5: Belonging
Week 6	Lesson 6: Healthy friendships	Lesson 3: Getting lost	Lesson 6: Democratic decisions
Week 7	Lesson 7: Gender stereotypes	Lesson 4: Making an emergency phone call	<a href="#">Economic wellbeing (5 lessons)</a> Lesson 1: Introduction to money
Week 8	<a href="#">Health and wellbeing (8 lessons)</a> Lesson 1: Understanding my emotions	Lesson 5: Appropriate contact	Lesson 2: Looking after money
Week 9	Lesson 2: What am I like?	Lesson 6: Safety with substances	Lesson 3: Banks and building societies
Week 10	Lesson 3: Ready for bed	Lesson 7: Safety at home	Lesson 4: Saving and spending
Week 11	Lesson 4: Relaxation	Lesson 8: People who help keep us safe	Lesson 5: Jobs in school
Week 12	Lesson 5: Hand washing and personal hygiene	<a href="#">Citizenship (6 lessons)</a> Lesson 1: Rules	★ Extend the unit, or get the children involved with some jobs and responsibilities around school.
Transition			<a href="#">Transition lesson</a> Individual strengths and new skills

## Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.

Transition lesson: Helping Year 1 pupils with the transition to a new year and the changes that come with it.

## Year 2 Overview

Week	Autumn	Spring	Summer
Introduction	<u>Introduction: Setting ground rules for RSE &amp; PSHE</u>		
Week 1	<u>Family and relationships (7 lessons)</u> Lesson 1: Families offer stability and love	Lesson 6: Healthy diet	Lesson 3: Our local environment
Week 2	Lesson 2: Families are all different	Lesson 7: Looking after our teeth	Lesson 4: Job roles in our local community
Week 3	Lesson 3: Other people's' feelings	<u>Safety and the changing body (8 lessons)</u> Lesson 1: Introduction to the internet	Lesson 5: Similar yet different - my local community
Week 4	Lesson 4: Unhappy friendships	Lesson 2: Communicating online	Lesson 6: School council
Week 5	Lesson 5: Introduction to manners and courtesy	Lesson 3: Secrets and surprises	Lesson 7: Giving my opinion
Week 6	Lesson 6: Change and loss	Lesson 4: Appropriate contact: My private parts	★ Extend the unit, or put into practise some of the improvements to the school environment from Lesson 2 (eg plant flowers, litter picking, cleaning)
Week 7	Lesson 7: Gender stereotypes: Careers and jobs	Lesson 5: Appropriate contact: My private parts are private	<u>Economic wellbeing (5 lessons)</u> Lesson 1: Where money comes from
Week 8	<u>Health and wellbeing (7 lessons)</u> Lesson 1: Experiencing different emotions	Lesson 6: Road safety	Lesson 2: Needs and wants
Week 9	Lesson 2: Being active	Lesson 7: Crossing roads safely	Lesson 3: Wants and needs
Week 10	Lesson 3: Relaxation: Breathing exercise	Lesson 8: Staying safe with medicine	Lesson 4: Looking after money
Week 11	Lesson 4: Steps to success	<u>Citizenship (7 lessons)</u> Lesson 1: Rules beyond school	Lesson 5: Jobs
Week 12	Lesson 5: Developing a growth mindset	Lesson 2: Our school environment	★ Extend the unit, or ask some parents/ members of the community to come in to talk about their jobs.
Transition			<u>Transition lesson</u> Change

## Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Learning about where money comes from, how to look after money and why we use banks and building societies.

Transition lesson: A lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.

## Year 3 Overview

Week	Autumn	Spring	Summer
Introduction	<u>Introduction: Setting ground rules for RSE &amp; PSHE</u>		
Week 1	<u>Family and relationships (8 lessons)</u> Lesson 1: Healthy families	Lesson 5: Resilience breaking down barriers	Lesson 3: Recycling
Week 2	Lesson 2: Friendship conflict	Lesson 6: Diet and dental health	Lesson 4: Local community groups
Week 3	Lesson 3: Friendship conflict versus bullying	<u>Safety and the changing body (8 lessons)</u> Lesson 1: First Aid: Emergencies and calling for help	Lesson 5: Charity
Week 4	Lesson 4: Effective communication	Lesson 2: First Aid: Bites and stings	Lesson 6: Local democracy
Week 5	Lesson 5: Learning who to trust	Lesson 3: Be kind online	Lesson 7: Rules
Week 6	Lesson 6: Respecting differences in others	Lesson 4: Cyberbullying	★ Extend the unit, or set up a mock election to demonstrate how democracy works.
Week 7	Lesson 7: Stereotyping gender	Lesson 5: Fake emails	<u>Economic wellbeing (6 lessons)</u> Lesson 1: Ways of paying
Week 8	Lesson 8: Stereotyping age	Lesson 6: Making choices	Lesson 2: Budgeting
Week 9	<u>Health and wellbeing (6 lessons)</u> Lesson 1: My healthy diary	Lesson 7: Influences	Lesson 3: How spending affects others
Week 10	Lesson 2: Relaxation	Lesson 8: Keeping safe out and about	Lesson 4: Impact of spending
Week 11	Lesson 3: Wonderful me	<u>Citizenship (7 lessons)</u> Lesson 1: Rights of the child	Lesson 5: Jobs and careers
Week 12	Lesson 4: My superpowers	Lesson 2: Rights and responsibilities	Lesson 6: Gender and careers
Transition			<u>Transition lesson</u> Coping strategies

## Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.

Transition lesson: Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this.



## Year 4 Overview

Week	Autumn	Spring	Summer
Introduction	<a href="#">Introduction: Setting ground rules for RSE &amp; PSHE</a>		
Week 1	<a href="#">Family and relationships</a> (8 lessons) Lesson 1: Respect and manners	Lesson 5: My happiness	<a href="#">Citizenship</a> (6 lessons) Lesson 1: What are human rights?
Week 2	Lesson 2: Healthy friendships	Lesson 6: Emotions	Lesson 2: Caring for the environment
Week 3	Lesson 3: How my behaviour affects others	Lesson 7: Mental health	Lesson 3: Community
Week 4	Lesson 4: Bullying	<a href="#">Safety and the changing body</a> (8 lessons) Lesson 1: Internet safety: Age restrictions	Lesson 4: Contributing
Week 5	Lesson 5: Stereotypes: Gender	Lesson 2: Share aware	Lesson 5: Diverse communities
Week 6	Lesson 6: Stereotypes: Disability	Lesson 3: First Aid: Asthma	Lesson 6: Local councillors
Week 7	Lesson 7: Families in the wider world	Lesson 4: Privacy and secrecy	★ Extend the unit, or ask a local councillor to come and speak to the class about their role
Week 8	Lesson 8: Change and loss	Lesson 5: Consuming information online	<a href="#">Economic wellbeing</a> (5 lessons) Lesson 1: Spending choices
Week 9	<a href="#">Health and wellbeing</a> (7 lessons) Lesson 1: Looking after our teeth	Lesson 6: Growing up	Lesson 2: Keeping track of money
Week 10	Lesson 2: Relaxation: Visualisation	Lesson 7: Introducing puberty	Lesson 3: Looking after money
Week 11	Lesson 3: Celebrating mistakes	Lesson 8: Tobacco	Lesson 4: Influences on career choice
Week 12	Lesson 4: Meaning and purpose: My role	★ Extend the unit, or allow children time to explore the <a href="#">Thinkuknow website</a> about online safety	Lesson 5: Changing job
Transition			<a href="#">Transition lesson</a> Setting goals

## Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.

Transition lesson: Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.

## Year 5 Overview

Week	Autumn	Spring	Summer
Introduction	<a href="#">Introduction: Setting ground rules for RSE &amp; PSHE</a>		
Week 1	<a href="#">Family and relationships</a> (8 lessons) Lesson 1: Build a friend	Lesson 5: Taking responsibility for my feelings	Lesson 3: Protecting the planet
Week 2	Lesson 2: Friendship skills	Lesson 6: Healthy meals	Lesson 4: Contributing to the community
Week 3	Lesson 3: Marriage	Lesson 7: Sun safety	Lesson 5: Pressure groups
Week 4	Lesson 4: Respecting myself	<a href="#">Safety and the changing body</a> (7 lessons) Lesson 1: Online friendships	Lesson 6: Parliament
Week 5	Lesson 5: Family life	Lesson 2: Staying safe online	★ Extend the unit, or spend time looking at the activities in the Parliament booklets available to order <a href="#">here</a> .
Week 6	Lesson 6: Bullying	Lesson 3: Puberty	<a href="#">Economic wellbeing</a> (5 lessons) Lesson 1: Borrowing
Week 7	Lesson 7: Stereotyping: gender	Lesson 4: Menstruation	Lesson 2: Income and expenditure
Week 8	Lesson 8: Stereotypes: Race and religion	Lesson 5: Emotional changes in puberty	Lesson 3: Risks with money
Week 9	<a href="#">Health and wellbeing</a> (7 lessons) Lesson 1: Relaxation: Yoga	Lesson 6: First Aid: Bleeding	Lesson 4: Prioritising spending
Week 10	Lesson 2: The importance of rest	Lesson 7: Alcohol, drugs and tobacco: Making decisions	Lesson 5: Stereotypes in the workplace
Week 11	Lesson 3: Embracing failure	<a href="#">Citizenship</a> (6 lessons) Lesson 1: Breaking the law	★ Extend the unit, or try and get some parents/ members of the community to speak about their careers, especially those who challenge common stereotypes. Someone from a local bank could also visit to discuss how their children's bank accounts work.
Week 12	Lesson 4: Going for goals	Lesson 2: Rights and responsibilities	
Transition			<a href="#">Transition lesson: Roles and responsibilities</a>

## Year 5

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.

Transition lesson: Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

## Year 6 Overview

Week	Autumn	Spring	Summer
Introduction	<u>Introductory lesson: Setting rules and signposting</u>		
Week 1	<u>Family and relationships</u> (6 lessons) Lesson 1: Respect	Lesson 7: Good and bad habits	Lesson 3: Caring for others
Week 2	Lesson 2: Respectful relationships	Lesson 8: Physical health concerns	Lesson 4: Prejudice and discrimination
Week 3	Lesson 3: Stereotypes: Attitudes	<u>Safety and the changing body</u> (8 lessons) Lesson 1: Alcohol	Lesson 5: Valuing diversity
Week 4	Lesson 4: Challenging stereotypes	Lesson 2: Critical digital consumers	Lesson 6: National democracy
Week 5	Lesson 5: Resolving conflict	Lesson 3: Social media	<u>Economic wellbeing</u> (5 lessons) Lesson 1: Attitudes to money
Week 6	Lesson 6: Change and loss	Lesson 4: Physical and emotional changes of puberty	Lesson 2: Keeping money safe
Week 7	<u>Health and wellbeing</u> (8 lessons) Lesson 1: What can I be?	Lesson 5: Conception <i>Parents have a right to withdraw their child from part of this lesson</i>	Lesson 3: Gambling
Week 8	Lesson 2: Relaxation: Mindfulness	Lesson 6: Pregnancy and birth <i>Parents have a right to withdraw their child from this lesson</i>	Lesson 4: What jobs are available?
Week 9	Lesson 3: Taking responsibility for my health	Lesson 7: First Aid: Choking	Lesson 5: Career routes
Week 10	Lesson 4: The impact of technology on health	Lesson 8: First Aid: Basic life support	<u>Identity</u> (2 lessons) Lesson 1: What is identity?
Week 11	Lesson 5: Resilience toolbox	<u>Citizenship</u> (6 lessons) Lesson 1: Human rights	Lesson 2: Identity and body image
Week 12	Lesson 6: Immunisation	Lesson 2: Food choices and the environment	
Transition			<u>Transition lesson: Dealing with change</u>

## Year 6

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available.
				Identity
				Two lessons on the theme of personal identity and body image.

Transition lesson: Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.