

PSHE (including RSE) Curriculum

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	<u>What Makes A Family?</u> 1 - Identifying family members 2 - Talk about what they do with family (eg activities, visits) 3 - Find similarities and make comparisons between other families 4 - Name and describe familiar people 5 - Discuss members of immediate family and community	<u>Keeping Friendships healthy</u> 1 - Teamwork and sharing; working together and waiting to take turns 2 - What makes a good friend? 3 - How can I help my friends?	<u>Online Safety</u> 1 - The internet – what it is, how to stay safe, what we can use it for 2 - Smartie the Penguin	<u>Staying Healthy</u> 1 - Healthy diets to help us grow 2 - What we need to eat 3 - How we look after our bodies and keep ourselves clean	<u>Understanding My Feelings</u> 1 - My Feelings; words to describe how I am feeling 2 - What I can do when I am angry or upset 3 - Why we feel the way we do	<u>Transition</u> 1 - Moving on to Year 1 2 - What do I do when things are difficult? 3 - Perseverance and resilience 4 - Who can help me at school?
Year 1	<u>What makes a family?</u> <u>Who's in my family?</u> That families are made up of a special group of people, which changes gradually over time. Discussing who is in your family and who has been in the past. That these people are all connected in different ways, and that these connections are important. That people have different roles.	<u>Keeping Friendships healthy</u> <u>Who is my friend?</u> That there is a difference between close friends, friends, acquaintances and strangers. That the number of friends is not important, it's how well they treat you and how well you know them. <u>What makes a good friend?</u> That friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect. That difference can be a positive thing in our relationships. <u>Should friends tell us what to do?</u> That friends should treat each other well and be fair. That there is not an ideal number of friends [You can have as many as you like]. That being controlling of other people is bad and that excluding other children is hurtful. That friends should not tell us what to do, although we should listen politely.	<u>Online safety</u> <u>Screen Time</u> That people need to get the correct balance of time spent online and offline What can happen if we spend too much time online? Can too much gaming affect our mood? When is a sensible bedtime? <u>What do we use the internet for?</u>	<u>Staying healthy</u> <u>How do I help my body stay healthy?</u> That active lifestyles including regular exercise can keep our bodies more healthy. That some people live with disabilities or are differently abled. That we can't always have healthy bodies, because sometimes we get ill or injured. <u>How do we decide what to eat?</u> The components of a balanced diet. What food help you to stay healthy? The effects of different food on the body. <u>Who keeps us healthy?</u> parents, doctors	<u>Understanding my feelings</u> <u>Where do feelings come from?</u> That we have a range of emotions, depending on our experiences and situations. What to do when we experience strong emotions. Build language to talk about feelings. <u>What helps me to be happy?</u> The connection between their actions and the feelings of themselves and others. How our choice of activities can affect our happiness. <u>What can I do if I feel lonely?</u>	<u>Money and careers</u> What is money? What do we use money for? Where does money come from? <u>Our communities</u> <u>How can we look after our environment?</u> litter, walking to school <u>Who keeps us safe?</u> parents, police, health services

Year 2	<p><u>What makes a family?</u> <u>Do families always stay the same?</u> How changes and events can influence our feeling What changes can happen to families? How might we feel when these changes occur? Discuss when we feel sad, question whether these feelings are forever? <u>How should families treat each other?</u> That children and adults both have responsibilities to each other. That we should feel loved, cared for and safe in our homes. What to do if our needs are not being met. <u>When should I say no?</u> That other people need permission before they can touch us. That some parts of our bodies are more private than others. <u>Who owns my body? I do!</u> That certain parts of our bodies are very private, and only we get to decide what happens to them. That secrets and surprises are different. How to report concerns. <u>Are all families the same?</u> That families are highly varied; no family is the same. Discuss the different elements of the family and how they are all different. There is no such thing as normal. Different families are made up of different people. Some things are more common than others, but that doesn't mean they are better. As long as they are happy and safe, that is all that matters.</p>	<p><u>Keeping friendships healthy</u> <u>How do we stop bullying?</u> How to empathise with other people and why bullying is so hurtful. Which types of bullying are the worst. <u>How can I recognise when someone else is lonely?</u></p>	<p><u>Online Safety</u> <u>Personal information</u> Why we shouldn't share personal information. How to keep our personal information private and safe when we are online. <u>Online strangers</u> That people online are strangers if we don't know them in real life. That we shouldn't share private and personal information with strangers. <u>Fake News</u> That anybody can put things online. The difference between truth and fiction. That things online are often not true. Become more familiar with the term 'Fake News'.</p>	<p><u>Staying Healthy</u> <u>How do we stop getting ill?</u> That germs are spread by coughs, sneezes and physical contact with dirt and other people. That we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell. That we can prevent tooth decay by brushing our teeth regularly. <u>How can I stay safe?</u> Common dangers that they may encounter both at home and in the wider world: Chemicals and medicines Roads and cars Riding bicycles and scooters Environmental Railways Water Fires What to do in an emergency situation: Telling adults Calling emergency services</p> <p><u>Drugs</u> 1 - What medicines do people take (oral, topical, etc.) 2 - Do all medicines always make us feel better?</p> <p><u>Will I always be a child?</u> The 5 key stages of human life. How their bodies will change as they age. taller, more muscles, faster, wrinkles, hair colour, slower, etc. How their lives will change as they get older. How increasing independence presents new dangers, challenges, benefits and responsibilities.</p>	<p><u>Understanding My Feelings</u> <u>Who am I?</u> That each of us has skills and talents that are valuable. That we are important, unique people who deserve kindness and respect. That other people are important, no matter how good they are at certain things. <u>What can I do when things are difficult?</u></p>	<p><u>Money and Careers</u> Why do people save money? What does that mean? What is the difference between wanting something and needing it? What can I do if I can't have the things I want? How do people look after their money?</p> <p><u>Our communities</u> <u>How do we make a happy school?</u> Why we have rules and how they help us learn and be happy. How to behave appropriately and how to contribute to school life. Appreciate how important school is to them. Identify their special people in school. <u>Who lives in my neighbourhood?</u> What range of communities live near school? That they should treat people with respect and kindness, regardless of difference. Should we talk to everyone in our community? We should be careful of talking to strangers that we don't know without permission from our parents. Of course, we can say hello, and be polite, but we shouldn't trust people that we don't know How do we know if someone is a trusted adult? <u>What makes a boy or a girl?</u> Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes. Discuss the scientific difference between boys and girls, they have different private parts when they are born. Name their body parts, including external genitalia. <u>Who keeps us safe?</u> emergency services <u>How can we look after our environment?</u> recycling, turning off electricity</p>
--------	--	---	--	--	--	---

Year 3	<p><u>What makes a family?</u> <u>Do families always stay the same?</u> That families can change. That parents can split up and people can die. That these events are not the fault of the child. <u>Are all families like mine?</u> That there are many differences between families and all families are unique. Special characteristics include: religion, food, music, culture, customs and traditions, languages, disability, wealth, number/gender of siblings, number/gender of parents, living arrangements, fostering, adoption, young carers. Who do you know that wears a hijab? Do you know why they wear a hijab? When do they wear a hijab? That there are far more similarities than there are differences. What are the things that most families have in common? (Love, kindness, respect, safety) There is no one set family structure. That any type of family can provide love and support.</p>	<p><u>Keeping friendships healthy</u> <u>What makes a good friend?</u> That we have responsibilities to our friends. That other people's emotions are important. That our actions can affect other people's feelings. What we can do to maintain healthy relationships.</p>	<p><u>Online Safety</u> <u>Online strangers</u> That people on the internet are not always who they say they are, and may have malicious intentions. <u>Sharing Online</u> That we must keep our personal information safe. <u>Friendship Online</u> How to be kind in online social environments. That peer pressure can make us do inappropriate or unkind things. That friends should behave in a certain way, whether they are online or offline. Become more familiar with the term 'Fake News'. <u>Personal Information</u> Have a more thorough and sophisticated understanding of personal information. That websites store a lot of our information.</p>	<p><u>Staying healthy</u> <u>How do I keep my body healthy?</u> The reasons why active lifestyles and healthy diets can have a positive effect on our lives. That they need to balance choices that are 'good for them' and choices that bring joy. How to make informed choices about the activities they do and the things they eat. The importance of getting enough sleep (what might stop you from getting the right amount?) <u>How do I eat a healthy diet?</u> What is a balanced diet? What foods should we try and include in our diets? What foods should we avoid? <u>How I stop getting ill?</u> The importance of hygiene, especially hand washing. How to keep our teeth healthy. The dangers of diseases caused by the sun and how to stay safe from these. 4 - What does it mean to be healthy? 5 - What are medicines for? <u>Drugs</u> 1 - What substances might I find at home that could be dangerous? 2 - How do I know if I'm using medicines correctly?</p>	<p><u>Understanding my feelings</u> <u>How do I manage my feelings?</u> The range and depth of feelings that we all experience. Strategies to deal with these feelings and know when to seek support. That we have responsibilities for some things but cannot control everything. <u>How can I ask for help if I feel lonely?</u></p>	<p><u>Money & Careers</u> What jobs do people do?</p>
--------	--	---	--	--	--	---

Year 4	<p><u>What makes a family?</u> How should we treat people who are different? That all people deserve respect, even if they are different to other people. Appreciate that we all have different abilities and find different things challenging. That these events are not the fault of the child. <u>What do caring relationships look like in a family?</u> including commitment, care, spending time together; being there for each other in times of difficulty <u>Our communities</u> <u>How do we make the world fair?</u> What is meant by 'the rule of law'? The basics of how laws are made and enforced. The reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children). That the world is not fair and it is our responsibility to help those less fortunate that the world is not fair and it is our responsibility to help those less fortunate. Our common values. <u>Where do you feel like you belong?</u> That we are all part of a wider community of people, who we rely on. We have a responsibility to support other people in our community when we are able to. That we should treat the people in our community with respect. That biological parents ("Tummy mummy" and "birth dad") are not always the people that look after a child. That the people you live with are not always part of your 'birth family' (adopted/foster care, carers). <u>How can we help the people around us?</u> That we have the power and responsibility to make our communities better places to live. Our community supports us by providing shops for food, cleaners to keep our areas tidy, schools for education and hospitals for healthcare.</p>	<p><u>Keeping friendships healthy</u> <u>Are all friends the same?</u> That differences (such as gender, race, religion, culture, sexuality and (dis)ability) should not inhibit friendship or cause negative treatment. The similarities and differences between boys and girls, including basic ideas about gender. What is discrimination? Why do people discriminate against others? <u>Are friendships always fun?</u> That relationships come with a mixture of positive and negative emotions. That friendships are not always perfect. That it is normal to disagree with your friends. Techniques to deal with conflict within friendships. When a relationship is unhealthy and support is required.</p>	<p><u>Online safety</u> <u>Digital Media</u> Become more digitally literate by being able to analyse digital content. Where do you get your news? Why does The Media exist? [To make money and spread viewpoints] What are headlines and why do they exist? <u>Verifying content</u> That information online must be checked before it is believed. Some of the motivations behind putting false things online. <u>Why do internet sites show me certain information?</u></p>	<p><u>Staying healthy</u> <u>How do I save a life?</u> Know basic first aid techniques. How to react in emergency situations. When and how to make an emergency 999 call. <u>What are allergies?</u> <u>What are the signs that I am becoming ill?</u> <u>Drugs</u> What are the laws about using drugs?</p>	<p><u>Understanding my feelings</u> <u>Are we happy all the time?</u> The range of negative emotions that we can have. What to do if we experience low moods. How to build self esteem. <u>How should I deal with setbacks?</u></p>	<p><u>Money and Careers</u> What skills do people need in a job? (teamwork, communication, negotiation)</p>
--------	--	---	---	--	---	---

Year 5	<p><u>What makes a family?</u> <u>Why do some people get married?</u> Why some people get married. That not everyone wants to get married. That forced marriage is illegal. <u>Are families ever perfect?</u> The positive features that should be present in a family. How to disagree with respect. The difference between secrets and surprises (when to break confidentiality). Understand the concept of consent. That "My body belongs to me". <u>Is there such a thing as a normal family?</u> Understand the diversity of home lives. That many people have heritage from other countries and may have dual heritage. That the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun.</p>	<p><u>Keeping Friendships Healthy</u> <u>What makes a close friend?</u> What it takes to be a good friend. How to empathise with people who are excluded. <u>Can we be different and still be friends?</u> That we don't have to be the same as everyone else to have friends. That we should respect other people, irrespective of their unique characteristics. That friendships change over time, and our friends often have different opinions, feelings and motivations to ours. <u>Should friends tell us what to do?</u> That friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship. That friends should make us feel good and safe. How to identify behaviour that is controlling or manipulative. The issues around consent and coercion. <u>Why are some people unkind?</u> The reasons why some children bully. That violence is always wrong, our body belongs to us. Develop skills to avoid conflict and reconcile differences.</p>	<p><u>Online safety</u> <u>Control and consent</u> That social media comes with pressure. That we have a significant amount of control over our online lives. That our actions/lack of actions can have an impact on ourselves and those around us. <u>Protecting our identity</u> That our personal information is valuable, sensitive and private to us. That giving away personal information can lead to both physical and emotional damage. That many small details can be pieced together to gain a much more comprehensive set of information about a person. <u>Meeting strangers online</u> That there are dangers online for younger people. How to recognise some of the signs of online danger. <u>Personal Information, terms and conditions</u> That our personal information can be used to make money and target us with advertising. <u>Analysing Digital Media</u> Become more digitally literate by being able to analyse digital content.</p>	<p><u>Staying Healthy</u> <u>Is there such a thing as the perfect body?</u> That the images we see in the media affect the way we see and judge ourselves and others. That many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame). <u>How can I stay fit and healthy?</u> How regular exercise and a balanced diet can help your health. <u>Can I avoid getting ill?</u> The risks of taking drugs, alcohol and tobacco. Why getting the right amount of sleep is important. The ways to avoid damage caused by the sun. Key indicators of poor health. Strategies to help them to sleep better. The importance of dental hygiene.</p>	<p><u>Understanding my feelings</u> <u>Does everybody have the same feelings?</u> Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately. Identify positive and negative emotions and the impact these have on our mental wellbeing. Identify our own triggers for negative emotions. That some people find it hard to read and express emotions. <u>Should we be happy all the time?</u> Explore how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health. Explore ways of coping with big and small life events. Explore ways of coping with big and small life events. <u>Why do we argue?</u> Why it is better to demonstrate self control and restraint in emotional situations, staying calm and making good choices, even when others are not. Practise strategies for resolving conflict with peers. <u>Who am I?</u> Learn to express our sense of identity. That our brains can get poorly and can be treated (just like our bodies). That mental wellbeing varies and is not constant.</p>	<p><u>Our Communities</u> Why is money important?</p>
--------	---	--	---	---	--	---

Year 6	<p><u>Our Communities</u> <u>What is prejudice?</u> What unconscious bias is. Why some people discriminate. What can cause people to be discriminated against (religion, culture, race, gender, sexuality, disability). Where stereotypes come from. To respect people who are different from us. The language of sex, gender identity and sexual orientation [gay, lesbian, trans, bisexual, non-binary]. The language of homophobia (how people use words to hurt other people). <u>What is the history of prejudice?</u> What does the law say about prejudice? It is against the law to be unkind to someone because of: Gender, Race, Religion, Disability, Sexuality, Age, Changing gender Research people who have been successful, despite prejudice. What examples of prejudice might we see around us? Can anything be done to remove prejudice from the world? <u>What should I do if I encounter prejudice?</u> That groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying. The most common types of prejudice. The protected characteristics in the equality act. What to do if they encounter, experience or witness prejudice. <u>How can I be a great citizen?</u> That we all rely on the people around us. The ways that we can help people around us without upsetting them. That changes in our behaviour can allow people to be included. <u>Why is money important?</u> The ways that money affects their lives. That debt results from spending more than you are able to earn. That the infrastructure around us is built and maintained by tax payments. That not everyone has the same access to money and employment across the world.</p>	<p><u>Keeping Friendships Healthy</u> <u>What are stereotypes?</u> What stereotypes are. How to critique media and identify stereotypes in the world around them. How to challenge stereotypes when they see them. <u>How can I accept my friends for who they are?</u> Accurately use language relating to gender, sexuality and identity. That trans and non-binary people may face discrimination. That we should treat everyone with respect, regardless of their physical appearance. <u>What are the different ways families care for each other?</u> including commitment, care, spending time together; being there for each other in times of difficulty</p>	<p><u>Online Safety</u> <u>Bias</u> That not everything they read is true or without bias. That bias can mislead readers, and that there are multiple perspectives to many stories. That everyone is at least a bit biased, so we have to be careful to balance our views and tolerate disagreement. <u>Echo Chambers</u> How different groups have their own motivations, often based around commercial or ideological reasons. How social media tends to limit the number of opposing views that we encounter. <u>Does the internet make us happy?</u> That there is both positive and negative content online. That social media can exert pressure on us, by making us feel jealous or insecure about our own lives. That images and videos that we see online are not always a true reflection of reality. <u>How do internet sites target their information for me?</u></p>	<p><u>Staying Healthy</u> <u>Why do some people take drugs?</u> That some drugs help us and some do not. Understand some of the reasons why people take recreational and addictive drugs. The risks of taking drugs, alcohol and tobacco. <u>Where should I get my health information?</u> That not all information is accurate, even if it appears to be. How to identify inaccurate health information. Where to find accurate sources of health information. <u>How do I save a life?</u> How to identify common hazards. Basic first aid techniques. How to react in emergency situations. When and how to make an emergency 999 call. <u>Is there such a thing as failure?</u> <u>How can I reframe unhelpful thinking?</u> <u>How can I ask for help when I'm feeling down?</u> <u>Drugs</u> How are different drugs portrayed in the media? How can that be confusing? Where can I go for help if I, or someone I know has a problem with drugs?</p>	<p><u>Growing Up</u> <u>How will my body change as I get older?</u> The physical changes that people go through during puberty, particularly ages 9-11 All people have 'growth spurts' Sweat more Grow hair in new places Face and body change shape You will need lots of sleep Genitals change Females begin menstruation <u>How will my feelings change as I get older?</u> The emotional and mental changes that people go through when they reach puberty. How do teenagers behave? [Each teenager is unique, but there are certain issues that all teenagers face.] What are hormones? <u>How do I stay clean as I get older?</u> The expected changes to cleanliness and their importance during puberty. The importance of personal hygiene. <u>What is Menstruation?</u> What menstruation is. What you should do during menstruation. How non-menstruators can be considerate during a period. <u>How can I find information about growing up?</u></p>	<p><u>Money and Careers</u> What skills do I have that would help me in a job? (teamwork, communication, negotiation). What jobs would I like to do? What paths could I take to help me do that job?</p>
--------	---	---	--	--	---	--

	<p><u>Who belongs in our country?</u></p> <p>Why some people must leave their countries.</p> <p>Why some people choose to come to the U.K..</p> <p>That most refugees stay near their country of origin.</p> <p>That some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries.</p> <p>That migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers).</p> <p><u>What does it mean to be British?</u></p> <p>Discuss what it means to belong to a country.</p> <p>That people can have more than one nationality.</p> <p>That our country's culture is made up of all of the different immigrants that have come here over thousands of years.</p>					
--	---	--	--	--	--	--