Appendix 1

PSHE/RSE overview

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| KS1 | Term 1 | Term 2 | Term 3 | Term 4 | Terms 5 & 6 |
| Year  1/2 | Change For The Better? | What Have they taught Us? | Where Would We Be Without Water? | Healthy Body, Healthy Minds | Our Beautiful World |
| A | What is the same and different about us? | Who is special to us? | What helps us to stay healthy? | What can we do with money? | How can we look after each other and the world?  Who helps us to keep safe? |
| B | What makes a good friend? | What is bullying? | What jobs do people do? | What helps us to stay safe? | What helps us to grow and stay healthy?  How do we recognise our feelings? |
| Skills and understanding | Relationships   * Ourselves and others; similarities and differences; individuality; people who care for us; groups we belong to; families * Friendship; feeling lonely; managing arguments * Behaviour; bullying; words and actions; respect for others   Health and wellbeing   * Being healthy; hygiene; medicines; people who help us with health * Keeping safe; people who help us * Keeping safe; recognising risk; rules * Being healthy: eating, drinking, playing and sleeping * Feelings; mood; times of change; loss and bereavement; growing up   Living in the wider world   * Money; making choices; needs and wants * Ourselves and others; the world around us; caring for others; growing and changing * People and jobs; money; role of the internet | | | | |

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| LKS2 | Term 1 | Term 2 | Term 3 | Term 4 | Terms 5 & 6 |
| Year  3/4 |  |  |  |  |  |
| A | How can we be a good friend? | What keeps us safe? | What are families like? | Why should we eat well and look after our teeth? | Why should we keep active and sleep well? What makes a community? |
| B | What strengths, skills and interests do we have? | How do we treat each other with respect? | How can we manage our feelings? | How will we grow and change? | How can our choices make a difference to others and the environment?  How can we manage risk in different places? |
| Skills and understanding | Relationships   * Friendship; making positive friendships, managing loneliness, dealing with arguments * Families; family life; caring for each other * Respect for self and others; courteous behaviour; safety; human rights * Feelings and emotions; expression of feelings; behaviour   Health and wellbeing   * Keeping safe; at home and school; our bodies; hygiene; medicines and household products * Being healthy: eating well, dental care * Being healthy: keeping active, taking rest * Self-esteem: self-worth; personal qualities; goal setting; managing set backs * Growing and changing; puberty * Keeping safe; out and about; recognising and managing risk   Living in the wider world   * Community; belonging to groups; similarities and differences; respect for others * Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions | | | | |

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| UKS2 | Term 1 | Term 2 | Term 3 | Term 4 | Terms 5 & 6 |
| Year  5/6 |  |  |  |  |  |
| A | What makes up a person’s identity? | What decisions can people make with money? | How can we help in an emergency? | How can the media influence people? | How can friends communicate safely?  What will change as we become more independent? |
| B | What jobs would we like? | How can we keep healthy as we grow? |  | How can drugs common to everyday life affect health? | What will change as we become more independent?  How do friendships change as we grow? |
| Skills and understanding | Relationships   * Friendships; relationships; becoming independent; online safety * Different relationships; changing and growing; adulthood; independence; moving to secondary school   Health and wellbeing   * Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes * Basic first aid; accidents; dealing with emergencies * Drugs, alcohol and tobacco; healthy habits * Looking after ourselves; growing up; becoming independent; taking more responsibility * Understanding of human reproduction as part of a human life cycle   Living in the wider world   * Money; making decisions; spending and saving * Careers; aspirations; role models; the future * Media literacy and digital resilience; influences and decision-making; online safety | | | | |

Appendix 2 By the end of primary school pupils should know

| Topic | Pupils should know |
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| Families and people who care about me | * That families are important for children growing up because they can give love, security and stability * The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives * That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care * That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up * That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | * How important friendships are in making us feel happy and secure, and how people choose and make friends * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
| Respectful relationships | * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs * Practical steps they can take in a range of different contexts to improve or support respectful relationships * The conventions of courtesy and manners * The importance of self-respect and how this links to their own happiness * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help * What a stereotype is, and how stereotypes can be unfair, negative or destructive * The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | * That people sometimes behave differently online, including by pretending to be someone they are not * That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met * How information and data is shared and used online |
| Being safe | * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know * How to recognise and report feelings of being unsafe or feeling bad about any adult * How to ask for advice or help for themselves or others, and to keep trying until they are heard * How to report concerns or abuse, and the vocabulary and confidence needed to do so * Where to get advice e.g. family, school and/or other sources |