EYFS	Autumn		Snr	ring		Summer	
Personal,			Spring		TI 1 1		
Social and	See themselves as a valuable individual.				•	ut the perspectives of others.	
Emotional	Build constructive and respectful relationships.		Identify and moderate their own feelin	ngs socially and emotionally. Manage their own		needs.	
Development	Express their feelings and consider the feelings of others.		Know and		Know and talk abo	and talk about the different factors that support their overall health	
				and wellbeing:		33 3	
		aments have been split for extra focus h	ut all will apply on an engoing basis throughout EVES				
DCLIE	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout EYFS					Constitution and	
PSHE	Growing up cycle A summer 2		It's my body cycle B autumn 2	Safety first		Growing up cycle A summer 2	
units	9			cycle A autumn 2		, and the second	
KS1	H20. about change and loss (including death); to identify		ing healthy means, different ways to			H20. about change and loss (including death); to identify	
	feelings associated with this; to recognise what helps people to feel better	keep healthy	a company and a handah and the wister of	damage	l	feelings associated with this; to recognise what helps people to feel better	
	H22. to recognise the ways in which we are all unique		support good health and the risks of	H28. about rules and age restrictions that		H22. to recognise the ways in which we are all unique	
	H25. to recognise the ways in which we are all unique H25. to name the main parts of the body including external	eating too much sug	cal activity helps us to stay healthy; and	H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around		H25. to name the main parts of the body including external	
	genitalia (e.g. vulva, vagina, penis, testicles)	ways to be physically				genitalia (e.g. vulva, vagina, penis, testicles)	
	H26. about growing and changing from young to old and how		is important and different ways to rest	electrical appliances) and fire safety (e.g. r		H26. about growing and changing from young to old and how	
	people's needs change	and relax	is important and unferent ways to rest	matches and lighters)	iot playing with	people's needs change	
	H27. about preparing to move to a new class/year group		outines that can stop germs from	H31. that household products (including m	nedicines) can he	H27. about preparing to move to a new class/year group	
	R3. About different types of families including those that may	spreading	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	harmful if not used correctly		R3. About different types of families including those that may	
	be different to their own		ncluding vaccinations and immunisations	H32. ways to keep safe in familiar and unfa	amiliar	be different to their own	
	R4. to recognise what is fair and unfair, kind and unkind, what	· ·	ort allergic reactions) can help people to	environments (e.g. beach, shopping centre		R4. to recognise what is fair and unfair, kind and unkind, what	
	is right and wrong	stay healthy	,	pool, on the street) and how to cross the r		is right and wrong	
	R5. That it is important to tell someone (such as their teacher)		e and visiting the dentist; how to brush	H33. about the people whose job it is to he		R5. That it is important to tell someone (such as their teacher)	
	if something about their family makes them unhappy or	teeth correctly; food	and drink that support dental health	H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and		if something about their family makes them unhappy or	
	worried	H8. how to keep safe	in the sun and protect skin from sun			worried	
	R13. To recognise that some things are private and the	damage				R13. To recognise that some things are private and the	
	importance of respecting privacy; that parts of their body		vays to learn and play; recognising the			importance of respecting privacy; that parts of their body	
	covered by underwear are private		ing when to take a break from time online			covered by underwear are private	
	R16. about how to respond if physical contact makes them	or TV				R16. about how to respond if physical contact makes them	
	feel uncomfortable or unsafe	T	le who help us to stay physically healthy			feel uncomfortable or unsafe	
	R19. basic techniques for resisting pressure to do something		k in simple everyday situations and what	what to say)		R19. basic techniques for resisting pressure to do something	
	they don't want to do and which may make them unsafe	action to take to mir		R13. To recognise that some things are pri		they don't want to do and which may make them unsafe	
	R20. what to do if they feel unsafe or worried for themselves	harmful if not used of	products (including medicines) can be	importance of respecting privacy; that par	ts of their body	R20. what to do if they feel unsafe or worried for themselves	
	or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are		at people can put into their body or on	covered by underwear are private R14. That sometimes people may behave or	differently online	or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are	
	heard	_	e can affect how people feel	including by pretending to be someone the	the state of the s	heard	
	R23. to recognise the ways in which they are the same and		espond if physical contact makes them	R15. How to respond safely to adults they		R23. to recognise the ways in which they are the same and	
	different to others	feel uncomfortable		R16. about how to respond if physical conf		different to others	
			there are situations when they should ask	feel uncomfortable or unsafe			
			lso when their permission should be	R18. about the importance of not keeping	adults' secrets (only		
		sought	·	happy surprises that others will find out at			
		_	rtance of not keeping adults' secrets (only	R19. basic techniques for resisting pressure	e to do something		
			others will find out about eventually)	they don't want to do and which may mak	_		
			ney feel unsafe or worried for themselves	R20. what to do if they feel unsafe or wor			
			ask for help and vocabulary to use when	or others; who to ask for help and vocab			
		asking for help; im	portance of keeping trying until they are heard	asking for help; importance of keeping trying until they are heard			
PSHE	Aiming high		Diverse Britain	Money matters		One world	
units	cycle B spring 2		cycle B spring 1	cycle B summer 1		cycle A summer 1	
KS1	H20. about change and loss (including death); to identify	R21. about what is k	ind and unkind behaviour, and how this	L10. what money is; forms that money cor	nes in; that money	R2. To identify the people who love and care for them and	
	feelings associated with this; to recognise what helps people	can affect others		comes from different sources		what they do to help them feel cared for	
	to feel better		e ways in which they are the same and	L11. that people make different choices ab	out how to save	R3. About different types of families including those that may	
	H21. to recognise what makes them special	different to others		and spend money		be different to their own	
	H23. to identify what they are good at, what they like and		ut and share their opinions on things that	L12. about the difference between needs a		R4. to recognise what is fair and unfair, kind and unkind, what	
	dislike	matter to them		sometimes people may not always be able	to have the things	is right and wrong	
	H24. how to manage when finding things difficult		are, why they are needed, and why	they want		L1. about what rules are, why they are needed, and why	
	R23. to recognise the ways in which they are the same and		eeded for different situations	L13. that money needs to be looked after;	different ways of	different rules are needed for different situations	
	different to others		other living things have different needs;	doing this	to nay for things	L2. how people and other living things have different needs;	
	R25. how to talk about and share their opinions on things that matter to them	•	lities of caring for them can do to help look after their	L15. that jobs help people to earn money t L16. different jobs that people they know (about the responsibilities of caring for them L3. about things they can do to help look after their	
	L14. that everyone has different strengths	environment	י כמוז מט נט וופוף וטטג מונפו נוופוו	in the community do	or heatile will work	environment	
	L15. that jobs help people to earn money to pay for things		nt groups they belong to	in the community do		Chynolinent	
	223. Shar jobs help people to earn money to pay for things	LT. GOOGE THE UITIELE	in proups they belong to	<u>l</u>		I	

	L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people		L6. to recognise the ways they are the same as, and different to, other people
PSHE units	Be yourself cycle B summer 2	Digital wellbeing cycle A spring 1	TEAM cycle B autumn 1	VIPs cycle A autumn 1
KS1	H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. 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 H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike R25. how to talk about and share their opinions on things that matter to them	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. About how people may feel if they experience hurtful behaviour or bullying R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. That sometimes people may behave differently online, including by pretending to be someone they are not R15. How to respond safely to adults they don't know L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true	H23. to identify what they are good at, what they like and dislike R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. To identify the people who love and care for them and what they do to help them feel cared for R7. About how to recognise when they or someone else feels lonely and what to do R9. How to ask for help if a friendship is making them feel unhappy R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. About how people may feel if they experience hurtful behaviour or bullying R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively L4. about the different groups they belong to L14. that everyone has different strengths	H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings H23. to identify what they are good at, what they like and dislike H33. about the people whose job it is to help keep us safe R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. To identify the people who love and care for them and what they do to help them feel cared for R3. About different types of families including those that may be different to their own R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. About how people make friends and what makes a good friendship R7. About how to recognise when they or someone else feels lonely and what to do R8. Simple strategies to resolve arguments between friends positively R9. How to ask for help if a friendship is making them feel unhappy R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. About how people may feel if they experience hurtful behaviour or bullying R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R21. about what is kind and unkind behaviour, and how this can affect others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that
PSHE units	Growing up cycle A summer 2	It's my body cycle B autumn 2	Safety first cycle A autumn 2	Growing up cycle A summer 2
LKS2	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H26. that for some people gender identity does not correspond with their biological sex	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe	H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. 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

H30. to identify the external genitalia and internal H7. how regular (daily/weekly) exercise benefits mental and H40. about the importance of taking medicines correctly and health and wellbeing H17. to recognise that feelings can physical health (e.g. walking or cycling to school, daily active using household products safely, (e.g. following instructions change over time and range in intensity reproductive organs in males and females and how the process of puberty relates to human reproduction mile); recognise opportunities to be physically active and H18. about everyday things that affect feelings and the H41. strategies for keeping safe in the local environment or H31. about the physical and emotional changes that happen some of the risks associated with an inactive lifestyle importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; when approaching and during puberty (including H8. about how sleep contributes to a healthy lifestyle; unfamiliar places (rail, water, road) and firework safety; safe menstruation, key facts about the menstrual cycle and routines that support good quality sleep; the effects of lack of use of digital devices when out and about about how to express feelings in different ways; menstrual wellbeing, erections and wet dreams) sleep on the body, feelings, behaviour and ability to learn H43. about what is meant by first aid; basic techniques for H20. strategies to respond to feelings, including intense or H32. about how hygiene routines change during the time of H9. that bacteria and viruses can affect health; how everyday dealing with common injuries conflicting feelings; how to manage and respond to feelings puberty, the importance of keeping clean and how to hygiene routines can limit the spread of infection; the wider H44. how to respond and react in an emergency situation; appropriately and proportionately in different situations maintain personal hygiene3 importance of personal hygiene and how to maintain it how to identify situations that may require the emergency H21. to recognise warning signs about mental health and H10. how medicines, when used responsibly, contribute to H33. about the processes of reproduction and birth as part of services; know how to contact them and what to say wellbeing and how to seek support for themselves and the human life cycle; how babies are conceived and born (and health; that some diseases can be prevented by vaccinations H46. about the risks and effects of legal drugs common to others3 © PSHE Association 2020 | 11 that there are ways to prevent a baby being made); how and immunisations; how allergies can be managed everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and H22. to recognise that anyone can experience mental ill medicines) and their impact on health; recognise that drug health; that most difficulties can be resolved with help and babies need to be cared for H11. how to maintain good oral hygiene (including correct H34. about where to get more information, help and advice brushing and flossing); why regular visits to the dentist are use can become a habit which can be difficult to break support; and that it is important to discuss feelings with a about growing and changing, especially about puberty essential; the impact of lifestyle choices on dental care (e.g. H47. to recognise that there are laws surrounding the use of trusted adult R1. to recognise that there are different types of relationships legal drugs and that some drugs are illegal to own, use and H23. about change and loss, including death, and how these sugar consumption/acidic drinks such as fruit juices, can affect feelings; ways of expressing and managing grief and (e.g. friendships, family relationships, romantic relationships, smoothies and fruit teas; the effects of smoking) give to others online relationships) H12. about the benefits of sun exposure and risks of H48. about why people choose to use or not use drugs bereavement R2. that people may be attracted to someone emotionally, overexposure; how to keep safe from sun damage and (including nicotine, alcohol and medicines); H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools romantically and sexually; that people may be attracted to sun/heat stroke and reduce the risk of skin cancer H49. about the mixed messages in the media about drugs, H28. to identify personal strengths, skills, achievements and someone of the same sex or different sex to them; that including alcohol and smoking/vaping H14. how and when to seek support, including which adults gender identity and sexual orientation are different to speak to in and outside school, if they are worried about H50. about the organisations that can support people interests and how these contribute to a sense of self-worth R3. about marriage and civil partnership as a legal declaration their health concerning alcohol, tobacco and nicotine or other drug use; H29. about how to manage setbacks/perceived failures, H38. how to predict, assess and manage risk in different people they can talk to if they have concerns including how to re-frame unhelpful thinking of commitment made by two adults who love and care for each other, which is intended to be lifelong R9. how to recognise if family relationship H36. strategies to manage transitions between classes and R4. that forcing anyone to marry against their will is a crime; H45. that female genital mutilation (FGM) is against British R18. to recognise if a friendship (online or offline) is making R13. the importance of seeking support if feeling lonely or that help and support is available to people who are worried law, what to do and whom to tell if they think they or them feel unsafe or uncomfortable; how to manage this and about this for themselves or others someone they know might be at risk ask for support if necessary R5. that people who love and care for each other can be in a H46. about the risks and effects of legal drugs common to R24. how to respond safely and appropriately to adults they committed relationship (e.g. marriage), living together, but everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and may encounter (in all contexts including online) whom they do medicines) and their impact on health; recognise that drug may also live apart R7. to recognise and respect that there are different types of use can become a habit which can be difficult to break R28. how to recognise pressure from others to do something H48. about why people choose to use or not use drugs unsafe or that makes them feel uncomfortable and strategies family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families (including nicotine, alcohol and medicines); for managing this of all types can give family members love, security and R18. to recognise if a friendship (online or offline) is making R29. where to get advice and report concerns if worried about stability them feel unsafe or uncomfortable; how to manage this and their own or someone else's personal safety (including online) R8. to recognise other shared characteristics of healthy family ask for support if necessary life, including commitment, care, spending time together; R25. recognise different types of physical contact; what is being there for each other in times of difficulty acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret PSHE Aiming high Diverse Britain Money matters One world cycle B spring 2 cycle B summer 1 cycle A summer 1 units cycle B spring 1 H27. to recognise their individuality and personal qualities L17. about the different ways to pay for things and the choices H25. about personal identity; what contributes to who we are R32. about respecting the differences and similarities H28. to identify personal strengths, skills, achievements and (e.g. ethnicity, family, gender, faith, culture, hobbies, people have about this between people and recognising what they have in common interests and how these contribute to a sense of self-worth likes/dislikes) L18. to recognise that people have different attitudes towards with others e.g. physically, in personality or background H29. about how to manage setbacks/perceived failures, R21. about discrimination: what it means and how to saving and spending money; what influences people's R34. how to discuss and debate topical issues, respect other including how to re-frame unhelpful thinking decisions; what makes something 'good value for money' people's point of view and constructively challenge those they R31. to recognise the importance of self-respect and how this L19. that people's spending decisions can affect others and L9. about stereotypes; how they can negatively influence disagree with behaviours and attitudes towards others; strategies for can affect their thoughts and feelings about themselves; that the environment (e.g. Fair trade, buying single-use plastics, or L2. to recognise there are human rights, that are there to challenging stereotypes everyone, including them, should expect to be treated politely giving to charity) protect everyone L3. about the relationship between rights L25. to recognise positive things about themselves and their and with respect by others (including when online and/or L20. to recognise that people make spending decisions based and responsibilities achievements; set goals to help achieve personal outcomes anonymous) in school and in wider society; strategies to on priorities, needs and wants L4. the importance of having compassion towards others; L26. that there is a broad range of different jobs/careers that improve or support courteous, respectful relationships3 L21. different ways to keep track of money shared responsibilities we all have for caring for other people people can have; that people often have more than one R32. about respecting the differences and similarities L22. about risks associated with money (e.g. money can be and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting career/type of job during their life between people and recognising what they have in common won, lost or stolen) and ways of keeping money safe3

the environment in school and at home; how everyday

with others e.g. physically, in personality or background

L27. about stereotypes in the workplace and that a person's

career aspirations should not be limited by them

	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
PSHE	Be yourself	Digital wellbeing	TEAM	VIPs
units	cycle B summer 2	cycle A spring 1	cycle B autumn 1	cycle A autumn 1
LKS2	H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R13. the importance of seeking support if feeling lonely or excluded R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies	H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition H36. strategies to manage transitions between classes and key stages R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationship R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

	R30. that personal behaviour can affect other people; to	for recognising risks, harmful content and contact; how to		R19. about the impact of bullying, including offline and online,
	recognise and model respectful behaviour online	report concerns		and the consequences of hurtful behaviour
	R31. to recognise the importance of self-respect and how this	R24. how to respond safely and appropriately to adults they		R20. strategies to respond to hurtful behaviour experienced
	can affect their thoughts and feelings about themselves; that	may encounter (in all contexts including online) whom they do		or witnessed, offline and online (including teasing, name-
	everyone, including them, should expect to be treated politely	not know		calling, bullying, trolling, harassment or the deliberate
	and with respect by others (including when online and/or	R28. how to recognise pressure from others to do something		excluding of others); how to report concerns and get support
	anonymous) in school and in wider society; strategies to	unsafe or that makes them feel uncomfortable and strategies		R21. about discrimination: what it means and how to
	improve or support courteous, respectful relationships5	for managing this		challenge it
	L4. the importance of having compassion towards others;	R29. where to get advice and report concerns if worried about		R22. about privacy and personal boundaries; what is
	shared responsibilities we all have for caring for other people	their own or someone else's personal safety (including online)		appropriate in friendships and wider relationships (including
	and living things; how to show care and concern for others	L11. recognise ways in which the internet and social media		online);
	L11. recognise ways in which the internet and social media	can be used both positively and negatively		R25. recognise different types of physical contact; what is
	can be used both positively and negatively	L12. how to assess the reliability of sources of information		acceptable and unacceptable; strategies to respond to
	L16. about how text and images in the media and on social	online; and how to make safe, reliable choices from search		unwanted physical contact
	media can be manipulated or invented; strategies to evaluate	results		R26. about seeking and giving permission (consent) in
	the reliability of sources and identify misinformation	L13. about some of the different ways information and data is		different situations R27. about keeping something confidential
		shared and used online, including for commercial purposes L14. about how information on the internet is ranked.		or secret, when this should (e.g. a birthday surprise that
				others will find out about) or should not be agreed to, and
		selected and targeted at specific individuals and groups; that		when it is right to break a confidence or share a secret
		connected devices can share information		R30. that personal behaviour can affect other people; to
		L15. recognise things appropriate to share and things that		recognise and model respectful behaviour online
		should not be shared on social media; rules surrounding		L10. about prejudice; how to recognise behaviours/actions
		distribution of images		which discriminate against others; ways of responding to it if
		L16. about how text and images in the media and on social		witnessed or experienced
		media can be manipulated or invented; strategies to evaluate		
		the reliability of sources and identify misinformation		
PSHE	Growing up	It's my body	Safety first	Growing up
units	cycle A summer 2	cycle B autumn 2	cycle A autumn 2	cycle A summer 2
UKS2	H9. that bacteria and viruses can affect health; how everyday	H1. how to make informed decisions about health	H14. how and when to seek support, including which adults to	H1. how to make informed decisions about health
	hygiene routines can limit the spread of infection; the wider	H2. about the elements of a balanced, healthy lifestyle	speak to in and outside school, if they are worried about their	H2. about the elements of a balanced, healthy lifestyle
	importance of personal hygiene and how to maintain it	H3. about choices that support a healthy lifestyle, and	health	H3. about choices that support a healthy lifestyle, and
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	H17. to recognise that feelings can change over time and	recognise what might influence these	H35. about the new opportunities and responsibilities that	recognise what might influence these
	H17. to recognise that feelings can change over time and range in intensity	recognise what might influence these H4. how to recognise that habits can have both positive and	H35. about the new opportunities and responsibilities that increasing independence may bring	recognise what might influence these H4. how to recognise that habits can have both positive and
	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the	recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and	recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings	recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise	H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote	recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of
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	H34. about where to get more information, help and advice	H14. how and when to seek support, including which adults to		R30. that personal behaviour can affect other people; to
	about growing and changing, especially about puberty	speak to in and outside school, if they are worried about their		recognise and model respectful behaviour online
	R1. to recognise that there are different types of relationships	health		
	(e.g. friendships, family relationships, romantic relationships,	H26. that for some people gender identity does not		
	online relationships)	correspond with their biological sex		
	R2. that people may be attracted to someone emotionally,	H27. to recognise their individuality and personal qualities		
	romantically and sexually; that people may be attracted to	H45. that female genital mutilation (FGM) is against British		
	someone of the same sex or different sex to them; that	law, what to do and whom to tell if they think they or		
	gender identity and sexual orientation are different	someone they know might be at risk		
	R3. about marriage and civil partnership as a legal declaration	H46. about the risks and effects of legal drugs common to		
	of commitment made by two adults who love and care for	everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and		
	each other, which is intended to be lifelong	medicines) and their impact on health; recognise that drug		
	R4. that forcing anyone to marry against their will is a crime;	use can become a habit which can be difficult to break		
	that help and support is available to people who are worried	H47. to recognise that there are laws surrounding the use of		
	about this for themselves or others	legal drugs and that some drugs are illegal to own, use and		
	R5. that people who love and care for each other can be in a	give to others		
	committed relationship (e.g. marriage), living together, but	H48. about why people choose to use or not use drugs		
	may also live apart	(including nicotine, alcohol and medicines);		
	R25. recognise different types of physical contact; what is	H49. about the mixed messages in the media about drugs,		
	acceptable and unacceptable; strategies to respond to	including alcohol and smoking/vaping		
	unwanted physical contact	H50. about the organisations that can support people		
	L9. about stereotypes; how they can negatively influence	concerning alcohol, tobacco and nicotine or other drug use;		
	behaviours and attitudes towards others; strategies for	people they can talk to if they have concerns		
	challenging stereotypes	R18. to recognise if a friendship (online or offline) is making		
	L11. recognise ways in which the internet and social media	them feel unsafe or uncomfortable; how to manage this and		
	can be used both positively and negatively	ask for support if necessary		
	L16. about how text and images in the media and on social	R25. recognise different types of physical contact; what is		
	media can be manipulated or invented; strategies to evaluate	acceptable and unacceptable; strategies to respond to		
	the reliability of sources and identify misinformation	unwanted physical contact		
		R26. about seeking and giving permission (consent) in		
		different situations R27. about keeping something confidential		
		or secret, when this should (e.g. a birthday surprise that		
		others will find out about) or should not be agreed to, and		
		when it is right to break a confidence or share a secret		
		when it is right to break a confidence or share a secret		
		when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something		
		when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies		
		when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this		
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PSHE units	Aiming high cucle B spring 2	when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Diverse Britain	Money matters cucle B summer 1	One world cucle A summer 1
PSHE units	Aiming high cycle B spring 2	when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	Money matters cycle B summer 1	One world cycle A summer 1
units	cycle B spring 2	when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Diverse Britain cycle B spring 1	cycle B summer 1	cycle A summer 1
	cycle B spring 2 H28. to identify personal strengths, skills, achievements and	when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Diverse Britain cycle B spring 1 R21. about discrimination: what it means and how to	cycle B summer 1 L17. about the different ways to pay for things and the choices	cycle A summer 1 L2. to recognise there are human rights, that are there to
units	cycle B spring 2 H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Diverse Britain cycle B spring 1 R21. about discrimination: what it means and how to challenge it	cycle B summer 1 L17. about the different ways to pay for things and the choices people have about this	cycle A summer 1 L2. to recognise there are human rights, that are there to protect everyone
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units	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Diverse Britain cycle B spring 1 R21. about discrimination: what it means and how to challenge it R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that	cycle B summer 1 L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's	L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others;
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units	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is	when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Diverse Britain cycle B spring 1 R21. about discrimination: what it means and how to challenge it R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships6 R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L1. to recognise reasons for rules and laws; consequences of	L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe6 L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities	L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or
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	L30. about some of the skills that will help them in their future	L3. about the relationship between rights and responsibilities		
	careers e.g. teamwork, communication and negotiation	L4. the importance of having compassion towards others;		
	L31. to identify the kind of job that they might like to do when	shared responsibilities we all have for caring for other people		
	they are older	and living things; how to show care and concern for others		
	L32. to recognise a variety of routes into careers (e.g. college,	L5. ways of carrying out shared responsibilities for protecting		
	apprenticeship, university)	the environment in school and at home; how everyday		
	apprenticeship, university)			
		choices can affect the environment (e.g. reducing, reusing,		
		recycling; food choices)		
		L6. about the different groups that make up their community;		
		what living in a community means		
		L7. to value the different contributions that people and		
		groups make to the community		
		L8. about diversity: what it means; the benefits of living in a		
		diverse community; about valuing diversity within		
		communities		
		L9. about stereotypes; how they can negatively influence		
		behaviours and attitudes towards others; strategies for		
		challenging stereotypes		
		L10. about prejudice; how to recognise behaviours/actions		
		which discriminate against others; ways of responding to it if		
		witnessed or experienced		
		Cg. what democracy is, and about the basic institutions that		
		support it locally and nationally;		
PSHE	Be yourself	Digital wellbeing	TEAM	VIPs
units	cycle B summer 2	cycle A spring 1	cycle B autumn 1	cycle A autumn 1
UKS2	H3. about choices that support a healthy lifestyle, and	H13. about the benefits of the internet; the importance of	H23. about change and loss, including death, and how these	R1. to recognise that there are different types of relationships
	recognise what might influence these	balancing time online with other activities; strategies for	can affect feelings; ways of expressing and managing grief and	(e.g. friendships, family relationships, romantic relationships,
	H17. to recognise that feelings can change over time and	managing time online	bereavement	online relationships)
	range in intensity	H37. reasons for following and complying with regulations and	R10. about the importance of friendships; strategies for	R5. that people who love and care for each other can be in a
	H18. about everyday things that affect feelings and the	restrictions (including age restrictions); how they promote	building positive friendships; how positive friendships support	
				committed relationship (e.g. marriage), living together, but
	importance of expressing feelings	personal safety and wellbeing with reference to social media,	wellbeing	may also live apart
	H19. a varied vocabulary to use when talking about feelings;	television programmes, films, games and online gaming	R11. what constitutes a positive healthy friendship (e.g.	R6. that a feature of positive family life is caring relationships;
	about how to express feelings in different ways;	H42. about the importance of keeping personal information	mutual respect, trust, truthfulness, loyalty, kindness,	about the different ways in which people care for one another
	H20. strategies to respond to feelings, including intense or	private; strategies for keeping safe online, including how to	generosity, sharing interests and experiences, support with	R7. to recognise and respect that there are different types of
	conflicting feelings; how to manage and respond to feelings	manage requests for personal information or images of	problems and difficulties); that the same principles apply to	family structure (including single parents, same-sex parents,
	appropriately and proportionately in different situations	themselves and others; what to do if frightened or worried by	online friendships as to face-to-face relationships	step-parents, blended families, foster parents); that families
	H23. about change and loss, including death, and how these	something seen or read online and how to report concerns,	R13. the importance of seeking support if feeling lonely or	of all types can give family members love, security and
	can affect feelings; ways of expressing and managing grief and	inappropriate content and contact	excluded	stability
	bereavement	R19. about the impact of bullying, including offline and online,	R14. that healthy friendships make people feel included;	R8. to recognise other shared characteristics of healthy family
	H28. to identify personal strengths, skills, achievements and	and the consequences of hurtful behaviour	recognise when others may feel lonely or excluded; strategies	life, including commitment, care, spending time together;
	interests and how these contribute to a sense of self-worth	R20. strategies to respond to hurtful behaviour experienced	for how to include them	being there for each other in times of difficulty
	H29. about how to manage setbacks/perceived failures,	or witnessed, offline and online (including teasing, name-	R17. that friendships have ups and downs; strategies to	R9. how to recognise if family relationship
	including how to re-frame unhelpful thinking	calling, bullying, trolling, harassment or the deliberate	resolve disputes and reconcile differences positively and	R11. what constitutes a positive healthy friendship (e.g.
	R6. that a feature of positive family life is caring relationships;	excluding of others); how to report concerns and get support	safely	mutual respect, trust, truthfulness, loyalty, kindness,
	about the different ways in which people care for one another	R21. about discrimination: what it means and how to	R19. about the impact of bullying, including offline and online,	generosity, sharing interests and experiences, support with
		challenge it	and the consequences of hurtful behaviour	
	R11. what constitutes a positive healthy friendship (e.g.		·	problems and difficulties); that the same principles apply to
	mutual respect, trust, truthfulness, loyalty, kindness,	R22. about privacy and personal boundaries; what is	R20. strategies to respond to hurtful behaviour experienced	online friendships as to face-to-face relationships
	generosity, sharing interests and experiences, support with	appropriate in friendships and wider relationships (including	or witnessed, offline and online (including teasing, name-	R15. strategies for recognising and managing peer influence
	problems and difficulties); that the same principles apply to	online);	calling, bullying, trolling, harassment or the deliberate	and a desire for peer approval in friendships; to recognise the
	online friendships as to face-to-face relationships	R23. about why someone may behave differently online,	excluding of others); how to report concerns and get support	effect of online actions on others
1	R15. strategies for recognising and managing peer influence	including pretending to be someone they are not; strategies	R21. about discrimination: what it means and how to	R17. that friendships have ups and downs; strategies to
	and a desire for peer approval in friendships; to recognise the	for recognising risks, harmful content and contact; how to	challenge it	resolve disputes and reconcile differences positively and
1	effect of online actions on others	report concerns	R30. that personal behaviour can affect other people; to	safely
1	R17. that friendships have ups and downs; strategies to	R24. how to respond safely and appropriately to adults they	recognise and model respectful behaviour online	R18. to recognise if a friendship (online or offline) is making
1	resolve disputes and reconcile differences positively and	may encounter (in all contexts including online) whom they do	R31. to recognise the importance of self-respect and how this	them feel unsafe or uncomfortable; how to manage this and
1	safely	not know	can affect their thoughts and feelings about themselves; that	ask for support if necessary
1	R28. how to recognise pressure from others to do something	R28. how to recognise pressure from others to do something	everyone, including them, should expect to be treated politely	R22. about privacy and personal boundaries; what is
1	unsafe or that makes them feel uncomfortable and strategies	unsafe or that makes them feel uncomfortable and strategies	and with respect by others (including when online and/or	appropriate in friendships and wider relationships (including
1	for managing this	for managing this	anonymous) in school and in wider society; strategies to	online);
1	R29. where to get advice and report concerns if worried about	L11. recognise ways in which the internet and social media	improve or support courteous, respectful relationships	R26. about seeking and giving permission (consent) in
1				
1	their own or someone else's personal safety (including online)	can be used both positively and negatively	R32. about respecting the differences and similarities	different situations R27. about keeping something confidential
1	R31. to recognise the importance of self-respect and how this		between people and recognising what they have in common	or secret, when this should (e.g. a birthday surprise that
	can affect their thoughts and feelings about themselves; that		with others e.g. physically, in personality or background	

everyone, including them, should expect to be treated politely	L12. how to assess the rel	iability of sources of information	R33. to listen and respond respectfully to a w	ride range of	others will find out about) or should not be agreed to, and
and with respect by others (including when online and/or		safe, reliable choices from search	people, including those whose traditions, bel		when it is right to break a confidence or share a secret
anonymous) in school and in wider society; strategies to	results	,	are different to their own	,	R28. how to recognise pressure from others to do something
improve or support courteous, respectful relationships	L13. about some of the di	fferent ways information and data is	R34. how to discuss and debate topical issues	s, respect other	unsafe or that makes them feel uncomfortable and strategies
		ncluding for commercial purposes	people's point of view and constructively cha		for managing this
		on on the internet is ranked,	disagree with	,	R29. where to get advice and report concerns if worried about
	selected and targeted at s	pecific individuals and groups; that	L1. to recognise reasons for rules and laws; c	onsequences of	their own or someone else's personal safety (including online)
	connected devices can sha	are information	not adhering to rules and laws		R30. that personal behaviour can affect other people; to
	L15. recognise things appr	ropriate to share and things that	L4. the importance of having compassion tow	vards others;	recognise and model respectful behaviour online
		ocial media; rules surrounding	shared responsibilities we all have for caring	for other people	R33. to listen and respond respectfully to a wide range of
	distribution of images		and living things; how to show care and conc		people, including those whose traditions, beliefs and lifestyle
		mages in the media and on social	L5. ways of carrying out shared responsibilities		are different to their own
	-	d or invented; strategies to evaluate	the environment in school and at home; how		
	the reliability of sources a	nd identify misinformation	choices can affect the environment (e.g. redu	icing, reusing,	
			recycling; food choices)		
			L30. about some of the skills that will help th		
			careers e.g. teamwork, communication and r	egotiation	
Health and well being		Livina ir	n the wider world		Relationships

KS1 Program of study

Healthy lifestyles (physical well-being)

- H1. about what keeping healthy means, different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about why sleep is important and different ways to rest and relax
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8. how to keep safe in the sun and protect skin from sun damage
- H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10. about the people who help us to stay physically healthy

Mental Healt

- H11. about different feelings that humans can experience
- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. about ways of sharing feelings; a range of words to describe feelings
- H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18. 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
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Ourselves, growing and changing

- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- H23. to identify what they are good at, what they like and dislike
- H24. how to manage when finding things difficult
- H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26. about growing and changing from young to old and how people's needs change
- H27. about preparing to move to a new class/year group

Keeping safe

- H28. about rules and age restrictions that keep us safe
- H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- H31. that household products (including medicines) can be harmful if not used correctly
- H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- H33. about the people whose job it is to help keep us safe
- H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- H35. about what to do if there is an accident and someone is hurt
- H36. how to get help in an emergency (how to dial 999 and what to say)

Drugs, alcohol and tobacco

H37. about things that people can put into their body or on their skin; how these can affect how people feel

Shared responsibilities

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment

Communities

- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people

Media literacy and digital resilience

- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life
- L9. that not all information seen online is true

Economic wellbeing - Money

- L10. what money is; forms that money comes in; that money comes from different sources
- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this

Economic wellbeing – aspirations, work and career

- L14. that everyone has different strengths
- L15. that jobs help people to earn money to pay for things
- L16. different jobs that people they know or people who work in the community do
- ${\bf L17.\ about\ some\ of\ the\ strengths\ and\ interests\ someone\ might\ need\ to\ do\ different\ jobs}$

Families and close positive relationships

- R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. To identify the people who love and care for them and what they do to help them feel cared for
- R3. About different types of families including those that may be different to their own
- R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Friendships

- R6. About how people make friends and what makes a good friendship
- R7. About how to recognise when they or someone else feels lonely and what to do
- R8. Simple strategies to resolve arguments between friends positively
- R9. How to ask for help if a friendship is making them feel unhappy

Managing hurtful behaviour and bullying

- R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. About how people may feel if they experience hurtful behaviour or bullying
- R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

afe relationships

- R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R14. That sometimes people may behave differently online, including by pretending to be someone they are not
- R15. How to respond safely to adults they don't know
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Respecting self and others

- R21. about what is kind and unkind behaviour, and how this can affect others
- R22. about how to treat themselves and others with respect; how to be polite and courteous
- $\ensuremath{\mathsf{R23}}.$ to recognise the ways in which they are the same and different to others
- R24. how to listen to other people and play and work cooperatively
- R25. how to talk about and share their opinions on things that matter to them

Health and well being	Living in the wider world	Relationships

KS2

Program of study

Healthy lifestyles (physical wellbeing)

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5. about what good physical health means; how to recognise early signs of physical illness
- H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Mental health

time online

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. 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 H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others10 © PSHE Association 2020 | 11
- H22. 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 H23. about change and loss, including death, and how these can affect feelings; ways of expressing
- and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves growing and changing

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene10
- H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
- H34. about where to get more information, help and advice about growing and changing, especially about puberty
- H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages

Shared responsibilities

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy and digital resilience

- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing – Money

- L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending
- money; what influences people's decisions; what makes something 'good value for money'
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe10
- L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. to identify the ways that money can impact on people's feelings and emotions

Economic wellbeing – aspirations, work and career

- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- L31. to identify the kind of job that they might like to do when they are older
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Families and close positive relationships

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9. how to recognise if family relationship

Friendship

- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R13. the importance of seeking support if feeling lonely or excluded
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends $\,$
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

- R19. about the impact of bullying, including offline and online, and the consequences of butful behaviour.
- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R21. about discrimination: what it means and how to challenge it

Safe relationships

- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

Keening safe

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

Drugs, alcohol and tobacco

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Cg. what democracy is, and about the basic institutions that support it locally and nationally:

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with