

Purpose of study:

PSHE (personal, social, health and economic) together with RSE (Relationships, sex and health education) are school curriculum subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE with RSE education helps pupils to stay healthy, safe, build relationships and prepared for life – and work – in modern a modern world.

PSHE and RSE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes — like teamwork, communication, and resilience — that are crucial to navigating the challenges and opportunities of the modern world.

PSHE with RSE is taught across the curriculum as well as in a dedicated session.

Our dedicated PSHE session are taught through resources from **1Decsion and the PSHE association.**

In science, for instance, the National Curriculum states that pupils must be taught about how bodies change as people grow and age.

In geography, children could do a survey of their local area and count how many pieces of litter they find.

In computing, children will discuss the risks that they may face online and come up with rules for internet safety.

In PE, children will learn different ways of keeping fit and active. They might reflect on how their bodies feel after physical activity, for example by taking their pulse or discussing how their breathing has changed.

PSHE with RSE is delivered implicitly as well as explicitly, through many areas of school life. Assemblies, circle time, buddy or mentoring schemes and campaigns like Anti-Bullying Week all teach children the principles of PSHE.

<p>Aims:</p> <p>PSHE with RSE aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives. There are three core themes of primary school PSHE:</p> <p>1. Health and Wellbeing</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle? • How to maintain physical, mental and emotional health and wellbeing • How to manage risks to physical and emotional health and wellbeing • Ways of keeping physically and emotionally safe • How to manage change, including puberty, transition and loss • How to make informed choices about health and wellbeing, and where to get help with this • How to respond in an emergency • To identify different influences on health and wellbeing <p>2. Relationships</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of relationships, within a range of social and cultural contexts • How to recognise and manage emotions within relationships • How to respond to risky or negative relationships, including bullying and abuse • How to respond to risky or negative relationships and ask for help • How to respect equality and diversity in relationships <p>3. Living in the Wider World: economic wellbeing and being a responsible citizen.</p> <ul style="list-style-type: none"> • About respect for themselves and others, and the importance of responsible actions and behaviour • About rights and responsibilities as members of families, other groups and citizens • About different groups and communities • To respect equality and diversity, and how to be a productive member of a diverse community • About the importance of respecting and protecting the environment • About where money comes from, keeping it safe, and the importance of managing it effectively • The part that money plays in people's lives • A basic understanding of enterprise 	<p>These three core themes are through through the 10 principles of effective PSHE education (1Decision, 2022):</p> <ol style="list-style-type: none"> 1. Start where children and young people are: find out what they already know, understand, are able to do, and are able to say. For maximum impact, involve them in the planning of your PSHE education programme. 2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people. 3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives. 4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator. 5. Provide information which is realistic and relevant and which reinforces positive social norms. 6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community. 7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved. 8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. 9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. 10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.
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***Changing Adolescent Body/Sex Education objectives in bold.**



PSHE with RSE Knowledge and Skills Progression:

RSHE objectives are covered within 'Relationships' and 'Health and Wellbeing' strands.

	Health and Wellbeing	Relationships	Living in the Wider World
EYFS	<p><i>In EYFS, children will explore health and wellbeing, relationships and living in the wider world through the Early Years Foundation Stage Statutory Framework, particular notice should be paid to the 'Personal, Social and Emotional Development' statement but relevant content is covered across all areas within the Early Learning Goals.</i></p> <p>Personal, Social and Emotional Development</p> <p>"Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life."</p> <p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 		

	Health and Wellbeing	Relationships	Living in the Wider World
Year 1	<ul style="list-style-type: none"> Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (MW) Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (MW) Understand the benefits of physical exercise and time outdoors on mental wellbeing and happiness (MW) Understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (MW) Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (MW) Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (MW) Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (MW) <ul style="list-style-type: none"> Know the importance of keeping personal information private (ISH) Understand why social media, some computer games and online gaming, for example, are age restricted (ISH) Understand that information found on the Internet can be untrue and/or inaccurate (ISH) Know where and how to report concerns and get support with issues online (ISH) 	<ul style="list-style-type: none"> Know that families are important for children growing up because they can give love, security and stability (FPC) Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (FPC) Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (FPC) Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (FPC) <ul style="list-style-type: none"> Know what a stereotype is, and how stereotypes can be unfair, negative or destructive - gender (RR) Understand how important friendships are in making us feel happy and secure, and how people choose and make friends (CF) Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (CF) Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (RR) Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (RR) Understand the importance of permission-seeking and giving in relationships with friends, peers and adults (RR) Understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) 	<ul style="list-style-type: none"> Understand how they can contribute to the life of the classroom and school Help construct, and agree to follow, class rules and to understand how these rules help them Recognise ways in which they are all unique; understand that there has never been and will never be another 'them' Understand the ways in which we are the same as all other people; what we have in common with everyone else Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving; know the role that money plays in their lives, including how to keep it safe, choices about spending or saving money and what influences their choices Know about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

	<ul style="list-style-type: none"> • Understand that mental wellbeing is a normal part of daily life, in the same way as physical health (MW) • Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (MW) • Know how and when to seek support including which adults to speak to in school if they are worried about their health (PHF) • Know about personal hygiene and how germs are spread, and the importance of handwashing to avoid this (HP) • Know how to make a clear and efficient call to emergency services if necessary, and be aware of the What3Words APP (BFA) 	<ul style="list-style-type: none"> • Understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (OR) • Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (OR) • Understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (BS) • Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (BS) • Know how to recognise and report feelings of being unsafe or feeling bad about any adult (BS) • Know how to ask for advice or help for themselves or others, and to keep trying until they are heard (BS) • Know where to get advice e.g. family, school and/or other sources (BS) 	
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	Health and Wellbeing	Relationships	Living in the Wider World
Year 2	<ul style="list-style-type: none"> Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (MW) Know the importance of keeping personal information private (ISH) Understand why social media, some computer games and online gaming, for example, are age restricted (ISH) Know where and how to report concerns and get support with issues online (ISH) Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (MW) Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (MW) Understand that mental wellbeing is a normal part of daily life, in the same way as physical health (MW) Understand the processes of growing from young to old and how people's needs change; to learn about growing and changing and new opportunities and responsibilities that increasing independence may bring Know the names for the main parts of the body (including external genitalia) and the body similarities and differences between boys and girls Know how and when to seek support including which adults to speak to in school if they are worried about their health (PHF) Understand the benefits of physical exercise and time outdoors on mental wellbeing and happiness (MW) Know how to make a clear and efficient call to emergency services if necessary, and be aware of the What3Words APP (BFA) Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals 	<ul style="list-style-type: none"> Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (BS) Know how to respond safely and appropriately to adults they may encounter in person (in all contexts, including online) whom they do not know (BS) Understand how to play and work cooperatively (including strategies to resolve simple arguments through negotiation); to learn to offer constructive support and feedback to others Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (RR) Understand that people sometimes behave differently online, including by pretending to be someone they are not (OR) Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (OR) Understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (OR) Understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (BS) Understand the importance of permission-seeking and giving in relationships with friends, peers and adults (RR) Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (FPC) Recognise the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, 	<ul style="list-style-type: none"> Understand how they can contribute to the life of the classroom and school Know about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving; know the role that money plays in their lives, including how to keep it safe, choices about spending or saving money and what influences their choices



	<ul style="list-style-type: none">•	<p>kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (CF)</p> <ul style="list-style-type: none">• Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (FPC)• Know practical steps they can take in a range of different contexts to improve or support respectful relationships (RR)• Know how to recognise and report feelings of being unsafe or feeling bad about any adult (BS)• Know how to ask for advice/help for themselves or others, and to keep trying until they are heard (BS)• Know where to get advice e.g. family, school and/or other sources (BS)	
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	Health and Wellbeing	Relationships	Living in the Wider World
Year 3	<ul style="list-style-type: none"> Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (ISH) Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (ISH) Understand why social media, some computer games and online gaming, for example, are age restricted (ISH) Understand that information found on the Internet can be untrue and/or inaccurate (ISH) Know where and how to report concerns and get support with issues online (ISH) Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (MW) Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (MW) Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer Understand that mental wellbeing is a normal part of daily life, in the same way as physical health (MW) Know about personal hygiene and how germs (including bacteria and viruses) are spread, and the importance of handwashing to avoid this (HP) Understand what is meant by the term 'habit' and why habits can be hard to change 	<ul style="list-style-type: none"> Recognise the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (CF) Know what a stereotype is, and how stereotypes can be unfair, negative or destructive – jobs/career prospects (RR) Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (BS) Know how to respond safely and appropriately to adults they may encounter in person (in all contexts, including online) whom they do not know (BS) Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (RR) Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (OR) Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (OR) Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (BS) Know the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (BS) Know the importance of permission-seeking and giving in relationships with friends, peers and adults (RR) Recognise the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (CF) 	<ul style="list-style-type: none"> Understand what being part of a community means, and about the varied institutions that support communities locally and nationally; recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing Know that they have different kinds of responsibilities, rights and duties at home, at schools, in the community and towards the environment; continue to develop the skills to exercise these responsibilities Know how to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

	<ul style="list-style-type: none"> • Understand simple self-care techniques, including the importance of rest, time spent with friends/family and the benefits of hobbies and interests, and know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (MW) • Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (PHF) • Know the risks associated with an inactive lifestyle (including obesity) (PHF) • Understand what constitutes a healthy diet (including understanding calories and other nutritional content) (HE) • Know how and when to seek support including which adults to speak to in school if they are worried about their health (PHF) • Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries; know what constitutes an 'emergency' (BFA) • To know that growing up results in physical changes in preparation for being an adult (hygiene and body shape) (<i>Puberty, penis, testicles, vagina, breasts, sweating, body odour, washing</i>) • Know how to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 	<ul style="list-style-type: none"> • Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (FPC) • Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (FPC) • Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (RR) • Know how to recognise and report feelings of being unsafe or feeling bad about any adult (BS) • Know how to report concerns or abuse, and the vocabulary and confidence needed to do so (BS) • Know where to get advice e.g. family, school and/or other sources (BS) • Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (FPC) • Recognise the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (CF) • Know practical steps they can take in a range of different contexts to improve or support respectful relationships (RR) 	
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	Health and Wellbeing	Relationships	Living in the Wider World
Year 4	<ul style="list-style-type: none"> Understand that mental wellbeing is a normal part of daily life, in the same way as physical health (MW) Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (MW) Understand the benefits of physical exercise, time outdoors, community participation, voluntary and servicebased activity on mental wellbeing and happiness (MW) Understand simple self-care techniques, including the importance of rest, time spent with friends/family and the benefits of hobbies and interests, and know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (MW) Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (MW) Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (MW) Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (ISH) Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (ISH) Understand why social media, some computer games and online gaming, for example, are age restricted (ISH) Know where and how to report concerns and get support with issues online (ISH) 	<ul style="list-style-type: none"> Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (FPC) Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (CF) Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed (CF) Know the importance of self-respect and how this links to their own happiness (RR) Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (RR) Know how to recognise and manage 'dares' Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (RR) Understand the importance of permission-seeking and giving in relationships with friends, peers and adults (RR) Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (OR) Know the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (BS) Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (BS) 	<ul style="list-style-type: none"> Know how to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Consider the lives of people living in other places, and people with different values and customs Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world Know about the role of money in their own and others' lives, including how to manage their money and about being a critical consumer Develop and initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. contributing to society through the payment of VAT)

	<ul style="list-style-type: none"> • Know how and when to seek support including which adults to speak to in school if they are worried about their health (PHF) • Recognise the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (HE) • Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (HP) • Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (HP) • Know how to make a clear and efficient call to emergency services if necessary, and be aware of the What3Words APP (BFA) • Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries; know what constitutes an 'emergency' (BFA) • To know about the physical and emotional changes experienced during puberty (hair, body shape, voice, moods) • To understand the importance of good hygiene, particularly from the onset of puberty • To know the differences between changes in boys and girls • To understand the key events in the menstrual cycle (ovulation, preparation for possible baby, shedding, spotting, effect on body physically and emotionally) • To know how to manage changes and who to talk to <p><i>(Puberty, penis, testicles, vagina, breasts, sweating, body odour, washing, pubic hair, mood swings, skin, menstrual cycle, periods, spotting, sanitary products)</i></p>	<ul style="list-style-type: none"> • Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (BS) • Know how to recognise and report feelings of being unsafe or feeling bad about any adult (BS) • Know how to report concerns or abuse, and the vocabulary and confidence needed to do so (BS) • Know where to get advice e.g. family, school and/or other sources (BS) 	
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	Health and Wellbeing	Relationships	Living in the Wider World
Year 5	<ul style="list-style-type: none"> Understand that mental wellbeing is a normal part of daily life, in the same way as physical health (MW) Understand the benefits of physical exercise, time outdoors, community participation, voluntary and servicebased activity on mental wellbeing and happiness (MW) Understand simple self-care techniques, including the importance of rest, time spent with friends/family and the benefits of hobbies and interests, and know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (MW) Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (MW) Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (MW) Know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (ISH) Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (ISH) Understand why social media, some computer games and online gaming, for example, are age restricted (ISH) Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (ISH) 	<ul style="list-style-type: none"> Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (FPC) Recognise the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (CF) Know the importance of self-respect and how this links to their own happiness (RR) Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (RR) Know how to work collaboratively towards shared goals Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (rr) Know what a stereotype is, and how stereotypes can be unfair, negative or destructive – appearance, sexuality, race (rr) Understand the importance of permission-seeking and giving in relationships with friends, peers and adults (rr) Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (or) Know how information and data is shared and used online (or) Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (bs) Understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (bs) 	<ul style="list-style-type: none"> Know that they have different kinds of responsibilities, rights and duties at home, at schools, in the community and towards the environment; continue to develop the skills to exercise these responsibilities Know how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices Know how to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people Know about the role of money in their own and others' lives, including how to manage their money and about being a critical consumer Develop and initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. contributing to society through the payment of VAT)

	<ul style="list-style-type: none"> • Understand how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (ISH) • Know where and how to report concerns and get support with issues online (ISH) • Know how and when to seek support including which adults to speak to in school if they are worried about their health (PHF) • Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (HP) • Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries; know what constitutes an 'emergency' (BFA) • Know how to develop strategies for keeping physically and emotionally safe including road safety (e.g. Bikeability) and safety in the environment (including rail, water and fire safety) • To understand the process of reproduction in mammals (science) (<i>Penis, testicles, vagina, erection, penetration, gestation (period), uterus, placenta, egg, sperm, semen, ejaculation, birth</i>) • To know the parts of the male and female reproductive systems (internal and external) and their functions (<i>Penis, testicles, tubes, wet dreams, vagina, vulva, uterus, fallopian tubes, ovaries</i>) • To know what is meant by sexual activity, including what happens during sexual intercourse (<i>Sexual intercourse, ejaculation, penetration, touching</i>) • To know that a foetus is created as the result of a sperm meeting an egg (<i>Sexual intercourse, ejaculation, semen, sperm, egg, conceive/ conception, pregnancy</i>) • 	<ul style="list-style-type: none"> • Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (bs) • Know how to recognise and report feelings of being unsafe or feeling bad about any adult (bs) • Know how to report concerns or abuse, and the vocabulary and confidence needed to do so (bs) • Know where to get advice e.g. Family, school and/or other sources (bs) • 	
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	Health and Wellbeing	Relationships	Living in the Wider World
Year 6	<ul style="list-style-type: none"> To understand the process of reproduction in mammals (science) (<i>Penis, testicles, vagina, erection, penetration, gestation (period), uterus, placenta, egg, sperm, semen, ejaculation, birth</i>) To know the parts of the male and female reproductive systems (internal and external) and their functions (<i>Penis, testicles, tubes, wet dreams, vagina, vulva, uterus, fallopian tubes, ovaries</i>) To know what is meant by sexual activity, including what happens during sexual intercourse (<i>Sexual intercourse, ejaculation, penetration, touching</i>) To know that a foetus is created as the result of a sperm meeting an egg (<i>Sexual intercourse, ejaculation, semen, sperm, egg, conceive/ conception, pregnancy</i>) To know that sex happens within loving relationships (<i>intimacy, trust, mutual consent, masturbation</i>) To know that sex doesn't always result in a baby, and that sex isn't always needed to create a baby (touch on contraception and IVF) (<i>Contraception, protection, IVF, masturbation</i>) To understand how a baby is conceived (<i>see vocab for Year 5</i>) To know the key stages in the development of the foetus and the process of birth (<i>Gestation period, conception, cell division, twins, foetus, baby, birth/delivery, midwife</i>) Understand that mental wellbeing is a normal part of daily life, in the same way as physical health (MW) Understand the benefits of physical exercise, time outdoors, community participation, voluntary and 	<ul style="list-style-type: none"> Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (FPC) Understand the importance of self-respect and how this links to their own happiness (RR) Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (RR) Understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and how are of the legal age to make that commitment; understand that two people who love and care for one another can be in a committed relationship, but not married or in a civil partnership Understand that marriage is a commitment freely entered into by both people that no-one should marry if they don't want to or are not making the decision freely for themselves; understand that forcing anyone to marry is a crime, that support is available to protect people from being forced into marriage and to know how to get support for themselves or others Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (RR) Know what a stereotype is, and how stereotypes can be unfair, negative or destructive – appearance, sexuality, race (RR) Understand the importance of permission-seeking and giving in relationships with friends, peers and adults (RR) 	<ul style="list-style-type: none"> Know how to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world Know how to explore and critique how the media present information; to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others Understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child; learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practice To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

	<p>servicebased activity on mental wellbeing and happiness (MW)</p> <ul style="list-style-type: none"> • Understand simple self-care techniques, including the importance of rest, time spent with friends/family and the benefits of hobbies and interests, and know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (MW) • Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (MW) • Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (MW) • Understand that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough (MW) • Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (ISH) • Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (ISH) • Understand why social media, some computer games and online gaming, for example, are age restricted (ISH) • Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (ISH) • Understand how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (ISH) 	<ul style="list-style-type: none"> • Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (OR) • Know how information and data is shared and used online (OR) • Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (BS) • Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability ('protected characteristics' in Equality Act 2010); recognise and challenge stereotypes; understand the difference between, and the terms associated with sex, gender identity and sexual orientation • Know the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (BS) • Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (BS) • Know how to recognise and report feelings of being unsafe or feeling bad about any adult (BS) • Know how to report concerns or abuse, and the vocabulary and confidence needed to do so (BS) • Know where to get advice e.g. family, school and/or other sources (BS) 	
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	<ul style="list-style-type: none"> • Know where and how to report concerns and get support with issues online (ISH) • Know how and when to seek support including which adults to speak to in school if they are worried about their health (PHF) • Understand what constitutes a healthy diet (including understanding calories and other nutritional content) (HE) • Recognise the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) (HE) • Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (DAT) • Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (HP) • Know the facts and science relating to allergies, immunisation and vaccination • Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries; know what constitutes an 'emergency' (BFA) • Be able to differentiate between the terms 'risk', 'danger' and 'hazard'; to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this as an opportunity to build resilience; to recognise how their increasing independence brings increased responsibility to keep themselves and others safe • 		
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Sex Education Overview

Objectives in black text are statutory RSHE/science objectives – parents cannot withdraw children from these *Blue text denotes sex education objectives.*

Parents can only withdraw their children from the sex education aspect (blue objectives)

Year	Changing Adolescent Body and Sex Education progression
3	<ul style="list-style-type: none"> To know that growing up results in physical changes in preparation for being an adult (hygiene and body shape) (<i>Puberty, penis, testicles, vagina, breasts, sweating, body odour, washing</i>)
4	<ul style="list-style-type: none"> To know about the physical and emotional changes experienced during puberty (hair, body shape, voice, moods) To understand the importance of good hygiene, particularly from the onset of puberty To know the differences between changes in boys and girls To understand the key events in the menstrual cycle (ovulation, preparation for possible baby, shedding, spotting, effect on body physically and emotionally) To know how to manage changes and who to talk to (<i>Puberty, penis, testicles, vagina, breasts, sweating, body odour, washing, pubic hair, mood swings, skin, menstrual cycle, periods, spotting, sanitary products</i>)
5	<ul style="list-style-type: none"> To understand the process of reproduction in mammals (science) (<i>Penis, testicles, vagina, erection, penetration, gestation (period), uterus, placenta, egg, sperm, semen, ejaculation, birth</i>) To know the parts of the male and female reproductive systems (internal and external) and their functions (<i>Penis, testicles, tubes, wet dreams, vagina, vulva, uterus, fallopian tubes, ovaries</i>) To know what is meant by sexual activity, including what happens during sexual intercourse (<i>Sexual intercourse, ejaculation, penetration, touching</i>) To know that a foetus is created as the result of a sperm meeting an egg (<i>Sexual intercourse, ejaculation, semen, sperm, egg, conceive/conception, pregnancy</i>)
6	<ul style="list-style-type: none"> Revise all objectives for Year 5 To know that sex happens within loving relationships (<i>intimacy, trust, mutual consent, masturbation</i>) To know that sex doesn't always result in a baby, and that sex isn't always needed to create a baby (touch on contraception and IVF) (<i>Contraception, protection, IVF, masturbation</i>) To understand how a baby is conceived (<i>see vocab for Year 5</i>) To know the key stages in the development of the foetus and the process of birth (<i>Gestation period, conception, cell division, twins, foetus, baby, birth/delivery, midwife</i>) To understand what is meant by peer pressure and how to manage this (<i>Peer pressure, choice</i>) To understand the concept of consent and know how make informed decisions (<i>Consent, choice</i>) To know that it is illegal for anyone under the age of 16 to engage in any sexual activity (<i>Legal/illegal, protection, consent</i>)



PSHE with RSHE Vocabulary Progression			
Health and Wellbeing	Relationships	Living in the Wider World	Sex Education
EYFS			
Healthy Unhealthy Exercise Happy Sad Rules danger	Real Fake Dange Good touch Bad touch Pants Private Needs Wants rules	good/bad choice school rules local area money notes coins bank	
Year 1			
Physical health Healthy / unhealthy Fitness Active / inactive Exercise Healthy diet Sugar Fat Protein Vitamins Germs Personal hygiene - washing Virus Drugs / tobacco / alcohol sunscreen sun damage shade protection Mental health Emotions / feelings Anger Happiness Sadness Fear Surprise Nervous	Caring Love friendship Happy / unhappy Secure Making friends Good friends Respect Truthful Trustworthy Loyal Kind Generous Sharing Helping Lonely Falling out Arguments Differences Unique Polite Good manners Online Pretending Teasing Bullying Safe/Unsafe Worried Permission	right/wrong fair/unfair rules borrowing making choices jobs fact/opinion same/different	



	Right / wrong behaviour Family Divorced Foster parent Grandparents Married/not married partner		
Year 2			
Safe/unsafe private parts Permission Uncomfortable Worried No Stop Hygiene Exercise Healthy Physical	Friendship/ friends love Shy Advice Smile Talk Persistence Similarities/ differences Loneliness Feelings Ignore Effort Share Professional Kindness Consideration Listen Argument Conflict Emotions Calm Resolve Compromise Empathy Apologies Choices Negative Positive Exclude Unacceptable Rude Bully Body language Consequence Report Self -esteem	Currency Jobs Banks Savings Money spending right/wrong fair/unfair rules making decisions local environment spending/saving beliefs race tolerance	



Year3			
Hygiene Cleanliness Maturity Safe Permission Uncomfortable routine Accident Washing Hazards Medicine/drugs Alcohol Allergies	Friendship/ friends love Shy Advice Smile Talk Persistence Similarities/ differences Loneliness Feelings Ignore Effort Share Professional Kindness Consideration Listen Argument Conflict Emotions Calm Resolve Compromise Empathy Apologies Empathy Choices Negative Positive Exclude Unacceptable Rude Bully Body language Consequence Report	Pressure Decisions Value Spend Paid Unpaid Charity Community Saving World of work Occupation Wage/salary Budget communities/groups laws responsibility local organisations charity	Puberty Penis Testicles Vagina Breasts Sweating body odour washing
Year 4			
Bladder Healthy Diet Nutrition Balanced Dental Hygiene	Friendship/ friends love Shy Advice Smile Talk Persistence	discrimination stereotype financial management extreme views	Puberty Penis Testicles Vagina Breasts Sweating



Sugar Obesity Activity Exercise Wellbeing Sleep Mood Bones Skeleton Joints Muscle Vertebrate Invertebrate animal human vitamins bodies Lifecycle Reproduce Alive Babies Old Age Mammal Uncomfortable routine Accident Washing Hazards Medicine/drugs Alcohol Allergies	Similarities/ differences Loneliness Feelings Ignore Effort Share Professional Kindness Consideration Listen Argument Conflict Emotions Calm Resolve Compromise Empathy Apologies Empathy Choices Negative Positive Exclude Unacceptable Rude Bully Body language		body odour washing pubic hair mood swings skin menstrual cycle periods spotting sanitary products
Year 5			
Mental health Equality Race Heritage Dual heritage Ethnicity Religion Belief Culture Freedom Boundaries Sexual abuse Emotional abuse Neglect	Disability Vision/ Hearing impaired Learning disability Physical disability Rights Consent Identity Fraud Phishing Trolling Harassment Self-respect Personal information	democracy sovereignty dictatorship government monarchy community roles budget loan tax interest discount extremism	Penis Testicles Vagina Erection Penetration Gestation Uterus Placenta Egg Sperm Semen Ejaculation



Physical abuse Discriminate	Anonymity bullying Permission Unsafe Online abuse Inappropriate Sexting Cyber bullying Legal/Illegal Personal boundaries Safe relationships Acceptable contact Stereotype Sexual orientation Gender Society Community Difference Husband Wife Single parent families Lesbian Gay Bisexual Homosexual heterosexual Transgender Families headed by grandparents Foster parents/Carers Partner Same sex relationships Opposite sex relationships Marriage Civil partnership		Wet Dreams Vulva Fallopian Tubes Touching Intercourse Conception
Year 6			
Intimate contact Pubic hair Develop Facial hair Body odour Voice breaking Period Menstruation Menstrual cycle	Vision/ Hearing impaired Learning disability Physical disability Rights Consent Identity Fraud Phishing Trolling	anarchy United Nations equal rights human right authority diverse community financial capability economic wellbeing culture	Intimacy Touch Mutual consent Masturbation Contraception Protection IVF Gestation



Blood Tampon Sanitary towel Hygiene Cleanliness Hormones Maturity Bladder Urethra Mental health Boundaries Sexual abuse Emotional abuse Neglect Physical abuse	Harassment Self-respect Personal information Anonymity bullying Permission Unsafe Online abuse Inappropriate Sexting Cyber bullying Legal/Illegal Personal boundaries Safe relationships Acceptable contact Stereotype Sexual orientation Gender Society Community Difference Husband Wife Single parent families Lesbian Gay Bisexual Homosexual heterosexual Transgender Families headed by grandparents Foster parents/Carers Partner Same sex relationships Opposite sex relationships Marriage Civil partnership	traditions enterprise profit/loss debt/interest budgeting saving	Conception Ell division Tins Foetus Baby Birth Delivery Midwife Female genital mutilation (FGM)
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