

# Shoreham Beach Primary School



&

**RSE**

Relationship & Sex Education

PSHE Curriculum Framework: School Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How do we decide how to behave?	What can we do with money?	How do we keep safe?		How do we feel?	What makes us special?
Year 2	How can we help?	What is bullying?	How can we be healthy?	What is the same and different about us?	How do we show our feelings?	How can we keep safe in different places?
Year 3	What are the rules that keep us safe?	What can we do about bullying?	What are we responsible for?	How can we describe our feelings?	How can we eat well?	What jobs would we like?
Year 4	What is diversity?	How can we be a good friend?	How do we grow and change?		How can we keep safe in our local area?	
Year 5	What makes a community?	What does discrimination mean?	How can we manage our money?	What choices help health?	How can we be safe online and using social media?	What makes us enterprising?
Year 6	What makes a healthy and happy relationship?		What are human rights?	How can money affect us?	How can we stay healthy?	How can we manage risk?

## PSHE Curriculum Framework: Whole School Overview

*The school has chosen six key themes which are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.*

				Rights and responsibilities		Feelings and friendship
				Money		Safety and risk
				Health		Identity
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>How do we decide how to behave?</b> Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt	<b>What can we do with money?</b> Where money comes from; spending; saving; keeping money safe	<b>How do we keep safe?</b> Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help		<b>How do we feel?</b> Different kinds of feelings; strategies to manage feelings; change and loss	<b>What makes us special?</b> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities
<b>Year 2</b>	<b>How can we help?</b> Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment	<b>What is bullying?</b> Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens	<b>How can we be healthy?</b> Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices	<b>What is the same and different about us?</b> Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups	<b>How do we show our feelings?</b> Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings	<b>How can we keep safe in different places?</b> Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency
<b>Year 3</b>	<b>What are the rules that keep us safe?</b> Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe	<b>What can we do about bullying?</b> Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	<b>What are we responsible for?</b> Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others	<b>How can we describe our feelings?</b> Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings	<b>How can we eat well?</b> What makes a balanced lifestyle; balanced diet; making choices; what influences choices	<b>What jobs would we like?</b> What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets
<b>Year 4</b>	<b>What is diversity?</b> Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes	<b>How can we be a good friend?</b> Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback	<b>How do we grow and change?</b> Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice		<b>How can we keep safe in our local area?</b> Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe	

<b>Year 5</b>	<b>What makes a community?</b> What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	<b>What does discrimination mean?</b> Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	<b>How can we manage our money?</b> About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	<b>What choices help health?</b> What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe	<b>How can we be safe online and using social media?</b> Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;	<b>What makes us enterprising?</b> Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society
<b>Year 6</b>	<b>What makes a healthy and happy relationship?</b> Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction		<b>What are human rights?</b> Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence	<b>How can money affect us?</b> Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues	<b>How can we stay healthy?</b> What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing	<b>How can we manage risk?</b> Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours



Year 1	PSHE Curriculum Framework	
Term, key question, number of lessons (min. 10 per term)	PSHE Association Programme of Study - KS1 Learning opportunities covered	PSHE Association Primary Planning Toolkit Y1 learning objectives
<b>Autumn 1</b> How do we decide how to behave? <i>5-7 lessons</i>	<p><b>L1.</b> how they can contribute to the life of the classroom and school</p> <p><b>L2.</b> to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p><b>R2.</b> to recognise that their behaviour can affect other people</p> <p><b>R4.</b> to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p><b>R6</b> to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p><b>R7.</b> to offer constructive support and feedback to others</p> <p><b>R11.</b> that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p><b>R12</b> to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about group and class rules and why they are important</li> <li>about respecting the needs of ourselves and others</li> <li>about different types of behaviour and how this can make others feel</li> <li>about listening to others and playing cooperatively</li> <li>that bodies and feelings can be hurt</li> </ul>
<b>Autumn 2</b> What can we do with money? <i>3-5 lessons</i>	<p><b>L6.</b> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p><b>L7.</b> about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about where money comes from and what it is used for</li> <li>about spending and saving money</li> <li>about how to keep money safe</li> </ul>
<b>Spring 1 + 2</b> How do we keep safe? <i>10 lessons</i>	<p><b>H11.</b> that household products, including medicines, can be harmful if not used properly</p> <p><b>H12.</b> rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p><b>H13.</b> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p><b>H14.</b> about the ways that pupils can help the people who look after them to more easily protect them</p>	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>that household products, including medicines, can be harmful if not used correctly</li> <li>about rules for keeping safe (in familiar and unfamiliar situations)</li> <li>how to ask for help if they are worried about something</li> <li>about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li> </ul>

	<p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<ul style="list-style-type: none"> <li>about appropriate and inappropriate touch</li> </ul>
<b>Summer 1</b> How do we feel? <i>5-6 lessons</i>	<p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about different kinds of feelings</li> <li>simple strategies to manage feelings</li> <li>about how it feels when there is change or loss</li> </ul>
<b>Summer 2</b> What makes us special? <i>4-5 lessons</i>	<p>R8. to identify and respect the differences and similarities between people</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p>	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about the importance for respect for the differences and similarities between people</li> <li>to identify their special people (family, friends, and carers), what makes them special and how special people should care for one another</li> <li>that everybody is unique</li> <li>about the ways we are the same as other people</li> </ul>
<b>Ongoing:</b>	<p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p>	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>to share their views and opinions with others</li> </ul>

**RSE**

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

**Relationships**

Who is in my family? How are other families similar or different to mine? What does my family do for me? What do I like about my friend? What does my friend like about me?

**My Body**

Year 2

**Life Cycles**

How much have I changed since I was a baby? How are other children similar and different to me?

**Keeping safe & looking after myself**

Which parts of my body are private? When is it OK to let someone touch me? How can I say 'no' if I don't want someone to touch me? Who should I tell if someone wants to touch my private parts?

**People who help me**

Who can I ask if I need to know something? Who can I go to if I am worried about something?

Year 2		PSHE Curriculum Framework	
Term, key question, number of lessons <i>(min. 10 per term)</i>	PSHE Association Programme of Study - KS1 Learning opportunities covered		PSHE Association Primary Planning Toolkit Y2 learning objectives
<b>Autumn 1</b> How can we help? <i>5-6 lessons</i>	L1. L2. L3. L5. H16.	how they can contribute to the life of the classroom and school to help construct, and agree to follow, group, class and school rules and to understand how these rules help them that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about group and class rules and why they are important</li> <li>about respecting the needs of ourselves and others</li> <li>about looking after the local environment</li> <li>about privacy in different contexts</li> </ul>
<b>Autumn 2</b> What is bullying? <i>4-5 lessons</i>	R3. R10. R13. R14. H13. H14. H15.	the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help about people who look after them, their family networks, who to go to if they are worried and how to attract their attention about the ways that pupils can help the people who look after them to more easily protect them to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li> <li>about appropriate and inappropriate touch</li> <li>that hurtful teasing and bullying is wrong</li> <li>what to do if teasing and bullying is happening</li> </ul>



<b>Spring 1</b> How can we be healthy? <i>5 lessons</i>	H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences H6. the importance of, and how to, maintain personal hygiene about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</li> <li>about making healthy choices</li> <li>about basic personal hygiene routines and why these are important</li> </ul>
<b>Spring 2</b> What is the same and different about us? <i>5 lessons</i>	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls R8. to identify and respect the differences and similarities between people L4. that they belong to different groups and communities such as family and school	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>to recognise what they are good at and set simple goals</li> <li>about growing, changing and becoming more independent</li> <li>the correct names for the main parts of the body of boys and girls</li> <li>about the importance of respect for differences and similarities between people</li> <li>about groups and communities that they belong to</li> </ul>
<b>Summer 1</b> How do we show our feelings? <i>5-7 lessons</i>	H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) R1. to communicate their feelings to others, to recognise how others show feelings and how to respond	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about different kinds of feelings</li> <li>simple strategies to manage feelings</li> <li>about how it feels when there is change or loss</li> <li>about recognising how other people are feeling</li> <li>about sharing feelings their own feelings with others</li> </ul>
<b>Summer 2</b> How can we keep safe in different places? <i>3-5 lessons</i>	H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about rules for keeping safe (in familiar and unfamiliar situations)</li> </ul>

	<p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<ul style="list-style-type: none"> <li>• how to ask for help if they are worried about something</li> <li>• about the people who work in their community</li> <li>• how to get their help, including in an emergency</li> </ul>
Ongoing:	<p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to share their views and opinions with others</li> </ul>

**RSE**

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

**Relationships**

How are other families similar or different to mine? What can other people do to make me feel good? Who do I look after? Why shouldn't I tease other people?

**My Body**

Why are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies?

**Life Cycles**

Where do babies come from?

**Keeping safe & looking after myself**

Year 1

**People who help me**

Who can I go to if I am worried about something?

Year 3	PSHE Curriculum Framework		
Term, key question, number of lessons (min. 10 per term)	PSHE Association Programme of Study - KS1 Learning opportunities covered		PSHE Association Primary Planning Toolkit Y3 learning objectives
<b>Autumn 1</b> What are the rules that keep us safe? <i>7 lessons</i>	H15. H12. H21. H23. R8. R9.	school rules about health and safety, basic emergency aid procedures, where and how to get help that bacteria and viruses can affect health and that following simple routines can reduce their spread strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and to judge what kind of physical contact is acceptable or unacceptable and how to respond the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about the importance of school rules for health and safety</li> <li>that simple hygiene routines can prevent the spread of bacteria and viruses</li> <li>about how to get help in an emergency</li> <li>about keeping safe in the local environment</li> <li>about people who help them stay healthy and safe</li> <li>about the difference between acceptable and unacceptable physical contact</li> <li>how to respond to unacceptable physical contact</li> <li>about the concept of keeping something confidential or secret</li> <li>about when they should or should not agree to keeping a secret</li> </ul>
<b>Autumn 2</b> What can we do about bullying? <i>3-5 lessons</i>	R18. H23.	how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>to recognise bullying</li> <li>how to respond and ask for help</li> <li>about people who help them stay healthy and safe</li> </ul>
<b>Spring 1</b> What are we responsible for? <i>3-5 lessons</i>	L7. R7.	that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities that their actions affect themselves and others	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about their responsibilities, rights and duties (home, school and the environment)</li> <li>how actions can affect ourselves and others</li> </ul>
<b>Spring 2</b> How can we describe our feelings? <i>5-7 lessons</i>	H6. H7. H8.	to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about a wider range of feelings, both good and not so good</li> <li>that people can experience conflicting feelings at the same time</li> <li>about describing their feelings to others</li> </ul>



	R1.	to recognise and respond appropriately to a wider range of feelings in others	<ul style="list-style-type: none"> <li>about the kinds of change that happen in life and the feelings associated with this</li> <li>to recognise a wider range of feelings in others</li> <li>about responding to how others are feeling</li> </ul>
<b>Summer 1</b> How can we eat well? <i>5-6 lessons</i>	H1. H2. H3.	what positively and negatively affects their physical, mental and emotional health how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about what makes a 'balanced lifestyle'</li> <li>about making choices in relation to health</li> <li>about what makes up a balanced diet</li> <li>about opportunities they have to make their own choices about food</li> <li>about what influences their choices about food</li> </ul>
<b>Summer 2</b> What jobs would we like? <i>4-5 lessons</i>	R16. L16. R11. H15.	to recognise and challenge stereotypes what is meant by enterprise and begin to develop enterprise skills to work collaboratively towards shared goals to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about what is meant by 'stereotypes'</li> <li>about what it means to be 'enterprising'</li> <li>about working collaboratively toward shared goals</li> <li>to recognise their achievements and set personal targets for the future</li> </ul>
<b>Ongoing:</b>	R10.	to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>how to listen and respond respectfully to a wide range of people</li> <li>about sharing their points of view</li> </ul>

**RSE**

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

**Relationships**

How can I be a good friend? How do I know when I am being bullied? What do I do if I am being bullied?

**My Body**

How has my body changed since I was a baby? Why is my body changing? Why are some children growing quicker than others? Why are some girls in my class taller than the boys? How do girls and boys grow differently? Why are we all different? Is it ok to be different? What are similarities and differences between boys and girls? Should boys and girls behave differently?

**Feelings**

What makes me feel good? What makes me feel bad? How do I know how other people are feeling?

**Life Cycles**

Year 4

**Keeping safe & looking after myself**

What are good habits for looking after my growing body?

**People who help me**

Who can I talk to if I feel anxious or unhappy?

Year 4	PSHE Curriculum Framework	
Term, key question, number of lessons <i>(min. 10 per term)</i>	PSHE Association Programme of Study - KS1 Learning opportunities covered	PSHE Association Primary Planning Toolkit Y4 learning objectives
<b>Autumn 1</b> What is diversity? <i>5-6 lessons</i>	<b>L11.</b> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom <b>L12.</b> to consider the lives of people living in other places, and people with different values and customs <b>R16.</b> to recognise and challenge stereotypes	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>to appreciate difference and diversity (people living in the UK)</li> <li>about the values and customs of people around the world</li> <li>about what is meant by 'stereotypes'</li> </ul>
<b>Autumn 2</b> How can we be a good friend? <i>4-5 lessons</i>	<b>R1.</b> to recognise and respond appropriately to a wider range of feelings in others <b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships <b>R12.</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves <b>L8.</b> to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>to recognise a wider range of feelings in others</li> <li>about responding to how others are feeling</li> <li>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>about resolving differences – agreeing and disagreeing</li> </ul>
<b>Spring 1 + 2</b> How do we grow and change? <i>10 lessons</i>	<b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these <b>H8.</b> about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement <b>H12.</b> to understand that bacteria and viruses affect health and simple routines reduce their spread <b>H18.</b> how their body will, and their emotions may, change as they approach and move through puberty <b>H23.</b> about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe <b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>how to further describe the range and intensity of their feelings to others</li> <li>how to manage complex or conflicting emotions</li> <li>about the changes that happen at puberty</li> <li>how the spread of infection can be prevented</li> <li>about who is responsible for their health and wellbeing</li> <li>where to get help advice and support</li> <li>about different types of relationships (friends, families, couples, marriage, civil partnership)</li> <li>about what constitutes a positive, healthy relationship</li> </ul>

	R4.	to recognise different types of relationship, including those between acquaintances, friends, relatives and families	<ul style="list-style-type: none"> <li>about the skills to maintain positive relationships</li> </ul>
<b>Summer 1+2</b> How can we keep safe in our local area? <i>10 lessons</i>	H9. H10. H11. H13. H14. H21. H23. R7. R15.	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 to use this as an opportunity to build resilience to recognise how their increasing independence brings increased responsibility to keep themselves and others safe how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe that their actions affect themselves and others to recognise and manage 'dares'	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about managing risk in familiar situations and keeping safe</li> <li>about feeling negative pressure and how to manage this</li> <li>about keeping safe in the local environment</li> <li>about people who help them stay healthy and safe</li> <li>how actions can affect ourselves and others</li> <li>to recognise and manage dares</li> </ul>
Ongoing:	R10.	to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>how to listen and respond respectfully to a wide range of people</li> <li>about sharing their points of view</li> </ul>



**RSE**

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

**Relationships**

How have my relationships changed as I have grown up? Why do friendships change? How can I be a good friend? Why can it be fun to have a friend who is different to me? What are some of the bad ways people can behave towards one another? How do I know when I am being bullied? What do I do if I am being bullied? How can I make up with my friend when we have fallen out? Why are some parents married and some not?

**My Body**

Year 4

**Feelings**

Why are my feelings changing as I get older? How do I feel about growing up and changing? How can I cope with strong feelings?

**Life Cycles**

Why does having a baby need a male and a female? What are eggs and sperm? How do different animals have babies? How do different animals look after their babies before and after birth? What happens when people get older?

**Keeping safe & looking after myself**

What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? When is it good or bad to keep secrets?

**People who help me**

Where can I find information about growing up?

Year 5	PSHE Curriculum Framework	
Term, key question, number of lessons <i>(min. 10 per term)</i>	PSHE Association Programme of Study - KS1 Learning opportunities covered	PSHE Association Primary Planning Toolkit Y5 learning objectives
<b>Autumn 1</b> What makes a community? <i>4-7 lessons</i>	<b>L9.</b> what being part of a community means, and about the varied institutions that support communities locally and nationally <b>L10.</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing <b>L11.</b> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom <b>L12.</b> to consider the lives of people living in other places, and people with different values and customs	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• about what it means to be a part of a community</li> <li>• about different groups / individuals that support the local community</li> <li>• about the role of voluntary, community and pressure groups</li> <li>• to appreciate the range of national, regional, religious and ethnic identities in the UK</li> <li>• about the lives, values and customs of people living in other places</li> </ul>
<b>Autumn 2</b> What does discrimination mean? <i>3-6 lessons</i>	<b>R7.</b> that their actions affect themselves and others <b>R14.</b> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) <b>R18.</b> how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) <b>R13.</b> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) ' <b>R16.</b> to recognise and challenge stereotypes <b>R17.</b> about the difference between, and the terms associated with, sex, gender identity and sexual orientation	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• how actions can affect ourselves and others</li> <li>• about discrimination, teasing, bullying and aggressive behaviour and its effect on others</li> <li>• about the factors that make people the same or different</li> <li>• to recognise and challenge 'stereotypes'</li> <li>• about the correct use of the terms sex, gender identity and sexual orientation</li> </ul>
<b>Spring 1</b> How can we manage our money? <i>3-5 lessons</i>	<b>L13.</b> To learn about the role money plays in their own and others' lives, including how to manage their money and being a critical consumer <b>H4.</b> To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• about the role of money</li> <li>• ways of managing money (budgeting and saving)</li> <li>• about being a critical consumer</li> <li>• that images in the media do not always reflect reality</li> </ul>

<b>Spring 2</b> What choices help health? <i>5-7 lessons</i>	H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H16. what is meant by the term 'habit' and why habits can be hard to change H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe R7. that their actions affect themselves and others	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• about what makes a 'balanced lifestyle'</li> <li>• about making choices in relation to health</li> <li>• about what is meant by a habit</li> <li>• how habits can be hard to change</li> <li>• about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</li> <li>• about people who help them stay healthy and safe</li> <li>• how actions can affect ourselves and others</li> </ul>
<b>Summer 1</b> How can we be safe online and using social media? <i>5-6 lessons</i>	H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy L17. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy L18. 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	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• how to keep safe and well when using a mobile phone</li> <li>• about strategies for managing personal safety – online</li> <li>• what to consider before sharing pictures of themselves and others online</li> <li>• about the importance of keeping personal boundaries and the right to privacy</li> <li>• to be critical of what they see and read in the media</li> <li>• to critically consider information they choose to forward to others</li> </ul>
<b>Summer 2</b> What makes us	H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals L16. what is meant by enterprise and begin to develop enterprise skills	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• about different ways of achieving and celebrating personal goals</li> </ul>

enterprising? 4-5 lessons	R11.	to work collaboratively towards shared goals	<ul style="list-style-type: none"> <li>• how having high aspirations can support personal achievements</li> <li>• what it takes to set up an enterprise</li> <li>• about what enterprise means for work and society</li> </ul>
Ongoing:	R10.	to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>• to respectfully listen to others but raise concerns and challenge points of view when necessary</li> <li>• to research, discuss and debate to discuss and debate issues concerning health and wellbeing</li> </ul>
	L1.	to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	

## RSE

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

### Relationships

What are the important relationships in my life now? What is love? How do we show love to one another? Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words 'lesbian' and 'gay' mean? Why does calling someone 'gay' count as bullying? What should I do if someone is being bullied or abused? Why are families important for having babies and bringing them up?

### My Body

What is puberty? Does everyone go through it? At what age? What body changes do boys and girls go through at puberty? Why are some girls 'tomboys' and some boys a bit 'girly'? Is my body normal? What is a 'normal' body? How will my body change as I get older?



<b>Feelings and Attitudes</b>
What kinds of feelings come with puberty? What are sexual feelings? What are wet dreams? What is masturbation? Is it normal? How can I cope with these different feelings and mood swings? How can I say 'no' to someone without hurting their feelings? What should I do if my family or friends don't see things the way I do?
<b>Life Cycles / Human Reproduction</b>
Year 6 – sexual reproduction
<b>Keeping safe &amp; looking after myself</b>
How can I look after my body now I am going through puberty? How can girls manage periods (menstruation)?
<b>People who help me / Getting help and advice</b>
Who can I talk to if I want help or advice? Where can I find information about puberty and sex? How can I find reliable information about these things safely on the internet?

Year 6	PSHE Curriculum Framework	
Term, key question, number of lessons <i>(min. 10 per term)</i>	PSHE Association Programme of Study - KS1 Learning opportunities covered	PSHE Association Primary Planning Toolkit Y6 learning objectives
<b>Autumn 1+2</b> What makes a healthy and happy relationship? <i>10 lessons</i>	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of 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 that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R6. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R19. about human reproduction</p>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about different types of relationships (friends, families, couples, marriage, civil partnership)</li> <li>about what constitutes a positive, healthy relationship</li> <li>about the skills to maintain positive relationships</li> <li>to recognise when a relationship is unhealthy</li> <li>about committed loving relationships (including marriage and civil partnership)</li> <li>that marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree</li> <li>to learn about human reproduction</li> </ul>
<b>Spring 1</b> What are human rights? <i>5-6 lessons</i>	<p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>why and how laws are rules and laws are made</li> <li>how to take part in making and changing rules</li> <li>about the importance of human rights (and the Rights of the Child)</li> <li>about the UN declaration on the Rights of the Child</li> <li>about the right they have to protect their body</li> <li>that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights</li> <li>that human rights overrule any beliefs, ideas or practices that harm others</li> <li>that female genital mutilation (FGM) is physical abuse and is illegal</li> </ul>

	<p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<ul style="list-style-type: none"> <li>• about the importance of speaking out about FGM</li> <li>• that to force anyone into marriage (forced marriage) is illegal</li> <li>• about the importance speaking out about forced marriage</li> <li>• about confidentiality</li> <li>• about times when it appropriate and necessary to break a confidence</li> </ul>
<p><b>Spring 2</b></p> <p>How can money affect us?</p> <p><i>4-5 lessons</i></p>	<p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. 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</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• how finance plays an important part in people's lives</li> <li>• about being a critical consumer<sup>1</sup></li> <li>• about what is meant by 'interest', 'loan', 'debt'</li> <li>• about the importance of looking after money, including managing loans and debts</li> <li>• that people pay 'tax' to contribute to society</li> <li>• how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• to research, discuss and debate to discuss and debate issues concerning health and wellbeing</li> </ul>
<p><b>Summer 1</b></p> <p>How can we stay healthy?</p> <p><i>4-6 lessons</i></p>	<p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about positively and negatively affects health and wellbeing (including mental and emotional health)</li> <li>• how to make informed choices that contribute to a 'balanced lifestyle'</li> <li>• which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</li> <li>• about who is responsible for their health and wellbeing</li> <li>• where to get help advice and support</li> </ul>



<b>Summer 2</b> How can we manage risk? <i>4-6 lessons</i>	H9. H10.  H11.  H13.  H14.  H22.  H25.  L6.  R7.	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 to use this as an opportunity to build resilience how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk that their actions affect themselves and others	<b>Pupils learn:</b> <ul style="list-style-type: none"><li>• about independence, increased responsibility and keeping safe</li><li>• strategies for managing risk</li><li>• about different influences on behaviour, including peer pressure and media influence</li><li>• how to resist unhelpful pressure and ask for help</li><li>• about strategies for managing personal safety – online</li><li>• what to consider before sharing pictures of themselves and others online</li><li>• how anti-social behaviours can affect wellbeing</li><li>• how to handle, challenge or respond to anti-social or aggressive behaviours</li><li>• how actions can affect ourselves and others</li></ul>
<b>Ongoing:</b>	R10.	to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view	<b>Pupils learn:</b> <ul style="list-style-type: none"><li>• to respectfully listen to others but raise concerns and challenge points of view when necessary</li></ul>



<b>RSE</b>
At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.
<b>Relationships</b>
Are boys and girls expected to behave differently in relationships? Why? Can some relationships be harmful?
<b>My Body</b>
Year 5 - Puberty
<b>Feelings and Attitudes</b>
What do families from other cultures and religions think about growing up? Can I believe everything I see on the TV about perfect bodies/ relationship/girls and boys....to be true? What is body dysmorphic disorder? What can cause this?
<b>Life Cycles / Human Reproduction</b>
What is sex? What is sexual intercourse? How many sperm does a man produce? How many eggs does a woman have? How do sperm reach the egg to make a baby? Does conception always occur or can it be prevented? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? What does a new baby need to keep it happy and healthy?
<b>Keeping safe &amp; looking after myself</b>
How can people get diseases from sex and can they be prevented? What is HIV, how do you get it and how can you protect yourself from it?
<b>People who help me / Getting help and advice</b>
Year 5&6 Who can I talk to if I want help or advice? Where can I find information about puberty and sex? How can I find reliable information about these things safely on the internet?