



FOUR MARKS CE PRIMARY SCHOOL

# RSHE CURRICULUM MAP

Our Relationships, Sex and Health Education (RSHE) Map is based on National Guidance, materials provided by the PSHE Association, and the Christopher Winter Project, and 'No Outsiders in our School',

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**Four Marks CE Primary School**  
**RSHE Curriculum Map**

**Expectation at the end of Key Stage 1**

Children should be able to answer the following questions:

**Relationships:**

Who is in my family?  
What does my family do for me?  
What makes a good friend?  
How should I treat my friends?  
What is bullying and what can I do about it?

**Health and Wellbeing:**

Where do babies come from?  
How have I changed since I was a baby?  
How are other children similar or different to me?  
Why are girls' and boys' bodies different?  
What do we call the different parts of girls' and boys' bodies?  
Who can I ask if I need to know something?  
Who can I go to if I am worried about something or feel unsafe?  
What things do I need to keep safe and healthy?

**Living in the Wider World:**

What can people do with money?  
How can I look after other people?  
How can I look after the wider world?  
What different jobs do people do?

**Expectation at the end of Lower Key Stage 2**

Children should be able to answer the following questions:

**Relationships:**

Why might friendships change?  
How can I be a good friend?  
What are some of the bad ways people can behave towards one another?  
How do I know if I am being bullied and what can I do about it?  
Why are some parents married and some not?  
Why don't all families look the same?

**Health and Wellbeing:**

How and why is my body changing?  
How do boys and girls grow differently?  
Why are we all different? Is it ok to be different?  
What makes good and bad feeling?  
How can I tell how other people are feeling?  
What are good habits for looking after my growing body?  
What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?  
Why does having a baby need a male and female?  
What are eggs and sperm?  
How do different animals have babies?  
What happens when you get older?

**Living in the Wider World:**

What is a community?  
What is my role in a community?  
What is the difference between good and bad choices?  
How might my choices affect people around me?  
How might my choices affect the environment?

**Expectation at the end of Upper Key Stage 2**

Children should be able to answer the following questions:

**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 that ok?  
What are the different kinds of families and partnerships?  
What do the words 'lesbian' and 'gay' mean?  
What should I do if someone is being bullied or abused?  
Can relationships be harmful?  
Why are families important for having babies and bringing them up?  
How can I say 'no' to someone without hurting their feelings?

**Health and Wellbeing:**

What is puberty? Does everyone go through it?  
What changes happen during puberty to boys and girls?  
How can I look after my body now I am going through puberty?  
How can girls manage periods (menstruation)?  
How will my body change as I get older?  
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?  
What is sexual intercourse?  
What happens during conception?  
Does conception always occur or can it be prevented?  
How do families with same-sex parents have babies?  
How does a baby develop? How is it born?  
Where can I find information about puberty and sex? How can I find reliable information about these things safely on the internet?

**Living in the Wider World:**

What jobs might I like to do?  
What things might I need to do to get that job?  
What things can I do to earn money safely?  
How can I save money?  
Where can I keep my money?  
What is the media?  
Should I believe everything I read online?  
What things can I share on social media?  
What should I do if I see something inappropriate online?  
Can I believe everything I see on TV about perfect bodies/relationships/girls and boys... to be true?

# Whole School Long Term Map

Cycle A						
	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage</b>	Relationships: Who is my family? CWP: Reception – Lesson 3  No outsiders text: The Family Book	Relationships: How do I make friends and look after my friends?  No outsiders text: Blue Chameleon	Relationships: Who keeps me safe?  No outsiders text: Mommy Mama and Me	Health and Wellbeing: How am I feeling?  No outsiders text: Red Rockets and Rainbow Jelly	Health and Wellbeing: How can I keep myself healthy? CWP: Reception – Lesson 2	Living in the wider world: What is my day like? How can I change my outdoor space? CWP – Reception – Lesson 1 No outsiders text: You Choose
<b>Key Stage 1</b>	Relationships: What is the same and what is different about us?  No outsiders text: Elmer	Relationships: Who is special to us? CWP: Year 1 – Lesson 2  No outsiders text: Ten Little Pirates	Health and Wellbeing: What helps us stay healthy? CWP: Year 1 – Lesson 1 No outsiders text: Max the Champion	Health and Wellbeing: What helps us to stay safe? CWP: Year 2 – Lesson 3	Health and Wellbeing: Who helps keep us safe? CWP: Year 1 – Lesson 3  No outsiders text: My Grandpa is amazing	Living in the wider world: How can we look after each other and the wider world?  No outsiders text: My world, Your World
<b>Lower Key Stage 2</b>	Relationships: How can we be a good friend?  No outsiders text: Oliver	Health and Wellbeing: Why should we eat well and look after our teeth?  Animals: Digestive system and teeth 7 sessions CWP: Year 3 - Lesson 1	Health and Wellbeing: What keeps us safe? CWP: Year 3 – Lesson 2  No outsiders text: This Is Our House	Relationships: What are families like? CWPL Year 3 – Lesson 3  No outsiders text: Two Monsters	Living in the wider world: What makes a community?  No outsiders text: Beegu	Health and Wellbeing: What strengths, skills and interests do we have? No outsiders text: The Hueys in the New Jumper
<b>Upper Key Stage 2</b>	Health and Wellbeing: How can we keep healthy as we grow? CWP: Year 5 – Lessons 1, 2 and 3 CWP: Year 6 – Lesson 1 (Consider splitting year group when teaching?) No outsiders text: And Tango Makes Three  Evolution, natural selection & Life Cycles 10 sessions		Health and Wellbeing: How can we help in an accident or emergency? No outsiders text: How to Heal a Broken Wing	Relationships: How can friends communicate safely? CWP: Year 6 – Lesson 4  No outsiders text: Rose Blanche	Health and Wellbeing: How can drugs common to everyday life affect health? No outsiders text: The Whisperer	Living in the wider world: What jobs would we like? No outsiders text: The Artist Who Painted a Blue Horse

Relationships

Health and Wellbeing

Living in the wider world

Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage</b>	Relationships: Who is my family? CWP: Reception – Lesson 3  No outsiders text: The Family Book	Relationships: How do I make friends and look after my friends?  No outsiders text: Blue Chameleon	Relationships: Who keeps me safe?  No outsiders text: Mommy Mama and Me	Health and Wellbeing: How am I feeling?  No outsiders text: Red Rockets and Rainbow Jelly	Health and Wellbeing: How can I keep myself healthy? CWP: Reception – Lesson 2	Living in the wider world: What is my day like? How can I change my outdoor space? CWP – Reception – Lesson 1 No outsiders text: You Choose
<b>Key Stage 1</b>	Relationships: What makes a good friend?  No outsiders text: The Great Big Book of Families	Relationships: What is bullying? CWP: Year 2 – Lesson 1  No outsiders text: The Odd Egg	Living in the wider world: What jobs do people do? No outsiders text: The First Slodge	Living in the Wider World: What can we do with money?	Health and Wellbeing: What helps us grow and stay healthy?  No outsiders text: Blown Away	Health and Wellbeing: How do we recognise our feelings?  No outsiders text: Just Because
			Animals: Simple animal life time lines 5 sessions CWP – Year 2 Lesson 2 (links to science)			
<b>Lower Key Stage 2</b>	Relationships: How do we treat each other with respect?  No outsiders text: Dog's Don't Do Ballet	Health and Wellbeing: Why should we keep active and sleep well? No outsiders text: Red: A Crayon's Story	Health and Wellbeing: How can we manage our feelings?  No outsiders text: King and King	Health and Wellbeing: How will we change and grow? CWP: year 4 – Lessons 2 and 3 No outsiders text: The Flower	Health and Wellbeing: How can we manage risk in different places? No outsiders text: The Way back Home	Living in the wider world: How can our choices make a difference to others and the environment?
		Animals; Skeletons, muscles & movement 6 sessions			Plants: How plants reproduce 7 sessions CWP: Year 4 – Lesson 1	Feeding relationships & the environment 2 sessions
<b>Upper Key Stage 2</b>	Health and Wellbeing: What makes up our identity?  No outsiders text: My Princess Boy	Living in the wider world: What decisions can people make with money? No outsiders text: Dreams of Freedom	Living in the wider world: How can the media influence people?  No outsiders text: The Island		Relationships: What will change as we become more independent? CWP: Year 6 – Lesson 2 No outsiders text: Where the Poppies Now Grow.	Relationships: How do friendships change as we grow? CWP: Year 6 – Lesson 3 No outsiders text: Love You Forever

Relationships

Health and Wellbeing

Living in the wider world

**Key Stage 1: Years 1&2 – Key Ideas**

**CYCLE A**

**CYCLE B**

**Autumn**

**Spring**

**Summer**

**Autumn**

**Spring**

**Summer**

**Up, Up and Away**

**Doctor Doctor!:**

**There's no place like home**

**Fire, Fire!**

**Journeys into the Unknown**

**All around us**

**PSHE Specific focus within Topics:**

**What is the same and what is different about us?  
Who is special to us?**

**What helps us stay healthy?  
What can we do with money?**

**Who helps to keep us safe?  
How can we look after each other and the world?**

**What makes a good friend?  
What is bullying?**

**What jobs do people do?  
What helps us to stay safe?**

**What helps us grow and stay healthy?  
How do we recognise our feelings?**

**Learning objectives within these topics:**

**What is the same and what is different?**

- what they like/dislike and are good at
- what makes them special and how everyone has different strengths
- how their personal features or qualities are unique to them
- how they are similar or different to others, and what they have in common
- to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private

**Who is special to us?**

- that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them
- what their family members, or people that are special to them, do to make them feel loved and cared for
- how families are all different but share common features – what is the same and different about them
- about different features of family life, including what families do / enjoy together
- that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

**What helps us stay healthy?**

- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
- that things people put into or onto their bodies can affect how they feel
- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
- why hygiene is important and how simple hygiene routines can stop germs from being passed on
- what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing

**What helps us to stay safe?**

- how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
- how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
- how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
- how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
- how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.

**Who helps to keep us safe?**

- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say
- how to respond safely to adults they don't know
- what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
- how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

**How can we look after each other and the world?**

- how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively
- the responsibilities they have in and out of the classroom
- how people and animals need to be looked after and cared for
- what can harm the local and global environment; how they and others can help care for it
- how people grow and change and how people's needs change as they grow from young to old
- how to manage change when moving to a new class/year group

**What makes a good friend?**

- how to make friends with others
- how to recognise when they feel lonely and what they could do about it
- how people behave when they are being friendly and what makes a good friend
- how to resolve arguments that can occur in friendships
- how to ask for help if a friendship is making them unhappy

**What is bullying?**

- how words and actions can affect how people feel
- how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
- why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable
- how to respond if this happens in different situations
- how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

**What jobs do people do?**

- how jobs help people earn money to pay for things they need and want
- about a range of different jobs, including those done by people they know or people who work in their community
- how people have different strengths and interests that enable them to do different jobs
- how people use the internet and digital devices in their jobs and everyday life

**What can we do with money?**

- what money is - that money comes in different forms
- how money is obtained (e.g. earned, won, borrowed, presents)
- how people make choices about what to do with money, including spending and saving
- the difference between needs and wants - that people may not always be able to have the things they want
- how to keep money safe and the different ways of doing this

**What helps us grow and stay healthy?**

- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
- that eating and drinking too much sugar can affect their health, including dental health
- how to be physically active and how much rest and sleep they should have everyday
- that there are different ways to learn and play; how to know when to take a break from screen-time
- how sunshine helps bodies to grow and how to keep safe and well in the sun

**How do we recognise our feelings?**

- how to recognise, name and describe a range of feelings
- what helps them to feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust
- how to recognise when they might need help with feelings and how to ask for help when they need it

Key Stage 2: Years 3 &4 – Key Ideas					
CYCLE A			CYCLE B		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Full Steam Ahead	Angry Earth	It's Chocolate!	Where do we come from?	The Source of Life- Egypt	River Deep & Mountain High
<b>PSHE Specific focus within Topics:</b>					
<b>How can we be a good friend?</b> <b>Why should we eat well and look after our teeth?</b>	<b>What keeps us safe?</b> <b>What are families like?</b>	<b>What makes a community?</b> <b>What strengths, skills and interests do we have?</b>	<b>How do we treat each other with respect?</b> <b>Why should we keep active and sleep well?</b>	<b>How can we manage our feelings?</b> <b>How will we grow and change?</b>	<b>How can we manage risk in different places?</b> <b>How can our choices make a difference to others and the environment?</b>
CYCLE A			CYCLE B		
<b>Learning objectives within these topics:</b>					
<b>How can we be a good friend?</b> <ul style="list-style-type: none"> <li>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul> <b>Why should we eat well and look after our teeth?</b> <ul style="list-style-type: none"> <li>how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>how people make choices about what to eat and drink, including who or what influences these</li> <li>how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>	<b>What keeps us safe?</b> <ul style="list-style-type: none"> <li>how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>what to do in an emergency, including calling for help and speaking to the emergency services.</li> </ul> <b>What are families like?</b> <ul style="list-style-type: none"> <li>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>how people within families should care for each other and the different ways they demonstrate this</li> <li>how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<b>What makes a community?</b> <ul style="list-style-type: none"> <li>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>how the community helps everyone to feel included and values the different contributions that people make</li> <li>how to be respectful towards people who may live differently to them</li> </ul> <b>What strengths, skills and interested do we have?</b> <ul style="list-style-type: none"> <li>how to recognise personal qualities and individuality</li> <li>to develop self-worth by identifying positive things about themselves and their achievements</li> <li>how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>how to set goals for themselves</li> <li>how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	<b>How do we treat each other with respect?</b> <ul style="list-style-type: none"> <li>how people's behaviour affects themselves and others, including online</li> <li>how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>about the relationship between rights and responsibilities</li> <li>about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</li> <li>the rights that children have and why it is important to protect these*</li> <li>that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul> <b>Why should we keep active and sleep well?</b> <ul style="list-style-type: none"> <li>how regular physical activity benefits bodies and feelings</li> <li>how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>how to make choices about physical activity, including what and who influences decisions</li> <li>how the lack of physical activity can affect health and wellbeing</li> <li>how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	<b>How can we manage our feelings?</b> <ul style="list-style-type: none"> <li>how everyday things can affect feelings</li> <li>how feelings change over time and can be experienced at different levels of intensity</li> <li>the importance of expressing feelings and how they can be expressed in different ways</li> <li>how to respond proportionately to, and manage, feelings in different circumstances</li> <li>ways of managing feelings at times of loss, grief and change</li> <li>how to access advice and support to help manage their own or others' feelings</li> </ul> <b>How will we grow and change?</b> <ul style="list-style-type: none"> <li>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>how puberty can affect emotions and feelings</li> <li>how personal hygiene routines change during puberty</li> <li>how to ask for advice and support about growing and changing and puberty</li> </ul>	<b>How can we manage risk in other places?</b> <ul style="list-style-type: none"> <li>how to recognise, predict, assess and manage risk in different situations</li> <li>how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>how people's online actions can impact on other people</li> <li>how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>how to report concerns, including about inappropriate online content and contact</li> <li>that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul> <b>How can our choices make a difference to others and the environment?</b> <ul style="list-style-type: none"> <li>how people have a shared responsibility to help protect the world around them</li> <li>how everyday choices can affect the environment</li> <li>how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>how to show care and concern for others (people and animals)</li> <li>how to carry out personal responsibilities in a caring and compassionate way</li> </ul>

**Key Stage 2: Years 5&6 – Key Ideas**

CYCLE A			CYCLE B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Survival	Cluedo	Who Goes There?	The Final Frontier	It's all Greek to me!	The Battle of Britain: Bombs, Battles & Bravery.
<b>PSHE Specific focus within Topics:</b>					
<b>How can we keep healthy as we grow?</b>	<b>How can we help in an accident or emergency? How can friends communicate safely?</b>	<b>How can drugs common to everyday life affect our health? What jobs would we like?</b>	<b>What makes up our identity? What decisions can people make with money?</b>	<b>How can the media influence people?</b>	<b>What will change as we become more independent? How do friendships change as we grow?</b>
<b>Learning objectives within these topics:</b>					
<p><b>How can we keep health as we grow?</b></p> <ul style="list-style-type: none"> <li>how mental and physical health are linked</li> <li>how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>how to make choices that support a healthy, balanced lifestyle including:                             <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> </ul> </li> <li>how to maintain good dental health, including oral hygiene, food and drink choices                             <ul style="list-style-type: none"> <li>» how to benefit from and stay safe in the sun</li> <li>» how and why to balance time spent online with other activities</li> <li>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> </ul> </li> <li>how to manage the influence of friends and family on health choices</li> <li>that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>that mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</li> </ul>	<p><b>How can we help in an accident or emergency?</b></p> <ul style="list-style-type: none"> <li>how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>that if someone has experienced a head injury, they should not be moved</li> <li>when it is appropriate to use first aid and the importance of seeking adult help</li> <li>the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul> <p><b>How can friends communicate safely?</b></p> <ul style="list-style-type: none"> <li>about the different types of relationships people have in their lives</li> <li>how friends and family communicate together; how the internet and social media can be used positively</li> <li>how knowing someone online differs from knowing someone face-to-face</li> <li>how to recognise risk in relation to friendships and keeping safe</li> <li>about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<p><b>How can drugs common to everyday life affect health?</b></p> <ul style="list-style-type: none"> <li>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>how laws surrounding the use of drugs exist to protect them and others</li> <li>why people choose to use or not use different drugs</li> <li>how people can prevent or reduce the risks associated with them</li> <li>that for some people, drug use can become a habit which is difficult to break</li> <li>how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul> <p><b>what jobs would we like?</b></p> <ul style="list-style-type: none"> <li>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>about the skills, attributes, qualifications and training needed for different jobs</li> <li>that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>how to question and challenge stereotypes about the types of jobs people can do</li> <li>how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>	<p><b>What makes up our identity?</b></p> <ul style="list-style-type: none"> <li>how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>how to challenge stereotypes and assumptions about others</li> </ul> <p><b>What decisions can people make with money?</b></p> <ul style="list-style-type: none"> <li>how people make decisions about spending and saving money and what influences them</li> <li>how to keep track of money so people know how much they have to spend or save</li> <li>how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>how to recognise what makes something 'value for money' and what this means to them</li> <li>that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>	<p><b>How can the media influence people?</b></p> <ul style="list-style-type: none"> <li>how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>how text and images can be manipulated or invented; strategies to recognise this</li> <li>to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>to recognise unsafe or suspicious content online and what to do about it</li> <li>how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>	<p><b>What will change as we become more independent?</b></p> <ul style="list-style-type: none"> <li>how puberty relates to growing from childhood to adulthood</li> <li>about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>that there are ways to prevent a baby being made</li> <li>how growing up and becoming more independent comes with increased opportunities and responsibilities</li> </ul> <p><b>How do friendships change as we grow?</b></p> <ul style="list-style-type: none"> <li>that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>how friendships may change as they grow and how to manage this</li> <li>how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>

## An assessment and progression framework for PSHE including RSE

This guidance is based on a clear vision of what it means to make progress in PSHE and expresses age-specific national expectations for pupils aged 7, 9, 11 years. The guidance informs planning and supports good assessment practice.

**Learning expectations at the end of each phase:**

		Relationships	Health and Wellbeing	Living in the wider world
Key Stage 1	Reception and Years 1 & 2	<p>The roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p> <p>Identify the people who love and care for them and what they do to help them feel cared for. Different types of families including those that may be different to their own.</p> <p>Identify common features of family life.</p> <p>That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p> <p>How people make friends and what makes a good friendship.</p> <p>How to recognise when they or someone else feels lonely and what to do.</p> <p>Simple strategies to resolve arguments between friends positively.</p> <p>How to ask for help if a friendship is making them feel unhappy.</p> <p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>How people may feel if they experience hurtful behaviour or bullying.</p> <p>Hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>Sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>How to respond safely to adults they don't know.</p> <p>How to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p>Know there are situations when they should ask for permission and also when their permission should be sought.</p> <p>Know the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> <p>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p> <p>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>What is kind and unkind behaviour, and how this can affect others.</p> <p>How to treat themselves and others with respect; how to be polite and courteous.</p> <p>Recognise the ways in which they are the same and different to others.</p> <p>How to listen to other people and play and work cooperatively.</p> <p>How to talk about and share their opinions on things that matter to them</p>	<p>What keeping healthy means; different ways to keep healthy.</p> <p>Foods that support good health and the risks of eating too much sugar.</p> <p>How physical activity helps us to stay healthy; and ways to be physically active everyday.</p> <p>Why sleep is important and different ways to rest and relax.</p> <p>Simple hygiene routines that can stop germs from spreading.</p> <p>Medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> <p>How to keep safe in the sun and protect skin from sun damage.</p> <p>Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p> <p>The people who help us to stay physically healthy.</p> <p>Different feelings that humans can experience.</p> <p>How to recognise and name different feelings.</p> <p>How feelings can affect people's bodies and how they behave.</p> <p>How to recognise what others might be feeling.</p> <p>Recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>Ways of sharing feelings; a range of words to describe feelings.</p> <p>Things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <p>Change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>Recognise what makes them special.</p> <p>Recognise the ways in which we are all unique.</p> <p>Identify what they are good at, what they like and dislike.</p> <p>How to manage when finding things difficult.</p> <p>Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>Growing and changing from young to old and how people's needs change.</p> <p>Preparing to move to a new class/year group.</p> <p>Rules and age restrictions that keep us safe.</p> <p>Recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <p>Household products (including medicines) can be harmful if not used correctly.</p> <p>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>People whose job it is to help keep us safe.</p> <p>Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>What to do if there is an accident and someone is hurt.</p> <p>How to get help in an emergency (how to dial 999 and what to say).</p> <p>Things that people can put into their body or on their skin; how these can affect how people feel.</p>	<p>What rules are, why they are needed, and why different rules are needed for different situations.</p> <p>How people and other living things have different needs; about the responsibilities of caring for them.</p> <p>Things they can do to help look after their environment.</p> <p>The different groups they belong to.</p> <p>Different roles and responsibilities people have in their community.</p> <p>Recognise the ways they are the same as, and different to, other people.</p> <p>How the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>The role of the internet in everyday life.</p> <p>That not all information seen online is true.</p> <p>Everyone has different strengths.</p> <p>Jobs help people to earn money to pay for things.</p> <p>Different jobs that people they know or people who work in the community do.</p> <p>Some of the strengths and interests someone might need to do different jobs.</p>

	Relationships	Health and Wellbeing	Living in the wider world
<b>Lower Key Stage 2</b>	<p><b>Years 3 &amp; 4</b></p> <p>Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). People who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>A feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>The importance of seeking support if feeling lonely or excluded.</p> <p>Healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p>Friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>The impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>Discrimination: what it means and how to challenge it.</p>	<p>How to make informed decisions about health.</p> <p>Elements of a balanced, healthy lifestyle.</p> <p>Choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>What good physical health means; how to recognise early signs of physical illness.</p> <p>What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>Bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> <p>The benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>Recognise that feelings can change over time and range in intensity.</p> <p>Everyday things that affect feelings and the importance of expressing feelings.</p> <p>Varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>Change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p>	<p>Recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>Recognise there are human rights, that are there to protect everyone.</p> <p>The relationship between rights and responsibilities.</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p>Different groups that make up their community; what living in a community means.</p> <p>Value the different contributions that people and groups make to the community.</p> <p>Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p>

	<p>Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). Why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. Seeking and giving permission (consent) in different situations. Keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online). Personal behaviour can affect other people; to recognise and model respectful behaviour online. Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>	<p>For some people gender identity does not correspond with their biological sex. Recognise their individuality and personal qualities. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. Physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). How hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. Where to get more information, help and advice about growing and changing, especially about puberty Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. How to predict, assess and manage risk in different situations. Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. The importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. What is meant by first aid; basic techniques for dealing with common injuries. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p>	
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	Relationships	Health and Wellbeing	Living in the wider world
Upper Key Stage 2	<p><b>Years 5 &amp; 6</b></p> <p>Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). People may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. Marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. Forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. How friendships can change over time, about making new friends and the benefits of having different types of friends.</p>	<p>Mental health, just like physical health, is part of daily life; the importance of taking care of mental health. Strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes. The processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. The new opportunities and responsibilities that increasing independence may bring. Strategies to manage transitions between classes and key stages. That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk. The risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. Why people choose to use or not use drugs (including nicotine, alcohol and medicines). The mixed messages in the media about drugs, including alcohol and smoking/vaping. The organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p>	<p>Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. Recognise ways in which the internet and social media can be used both positively and negatively. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. Some of the different ways information and data is shared and used online, including for commercial purposes. How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. How text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. Different ways to pay for things and the choices people have about this. Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. Recognise that people make spending decisions based on priorities, needs and wants. Different ways to keep track of money. Risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. Risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. Identify the ways that money can impact on people's feelings and emotions. There is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. Stereotypes in the workplace and that a person's career aspirations should not be limited by them. What might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). Some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. Identify the kind of job that they might like to do when they are older Recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>