



*Fairway Primary
School*

PSHCE Long Term Planning

Member of staff responsible:	Sophie England
Updated:	July 2024 July 2026

≈ *Responsible* ≈ *Ambitious* ≈ *Individual* ≈ *Explorers* ≈

EXPLORE ---KNOW---COMMUNICATE

CONCEPTS

EMOTIONAL LITERACY

(Self-awareness, social skills, empathy, motivation, managing feelings)

RESPONSIBILITY

(Personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)

RESILIENCE

(Developing strategies for resilience, ambition, personal best, managing emotions)

HEALTHY ME

(body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest and exercise)

RELATIONSHIPS

(Friends, family and other relationships, conflict resolution and communication skills, bereavement and loss)

CELEBRATING DIFFERENCES

(Understanding diversity, respect, anti-bullying including cyber and homophobic bullying)

SUBJECT CONTENT WHOLE SCHOOL

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and sex education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

When any school provides RSE they must have regard to the [Secretary of State's guidance](#), this is a statutory duty.

PSHE IN THE EARLY YEARS

EYFS Statutory Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

NURSERY

AUTUMN		SPRING		SUMMER	
Topic	Unit of Study	Topic	Unit of Study	Topic	Unit of Study
Belonging	Opportunities to develop Self-regulation: - Learn about, recognise and express simple emotions; happy, sad, excited, cross, upset. - Begin to understand the importance of, and use, 'effortful control' of emotions Opportunities to develop Managing self: - Begin to use manners such as please & thank you. - To follow toileting self-care routines with prompts - To separate from my parent with some support. - PANTS – To know what 'yes' and 'no' mean and begin to ask for permission Opportunities to develop Friendships: - To take turns with other children, with adult support. - Explore the classroom with adult support. - Talk about myself and my family.	How Will We Get There?	Opportunities to develop Self-regulation: - Enter class without adult support. - Talk about my feelings. - Exploring new places in the school building. - Take part in new experiences confidently. - Follow Nursery expectations Opportunities to develop Managing self: - Wait for my turn. - Be a responsible helper. - Respond to my name. - Talk about healthy food choices. - Use the toilet independently. Opportunities to develop Friendships: - Show friendly behaviour. - PANTS rule – my trusted adults - Understand how to keep myself safe when using technology - what to do if something upsets or worries me	Into The Garden We Go!	Opportunities to develop Self-regulation: - Manage my emotions by showing effortful control. - Talk about and explain others' feelings and how we can help - Explain why Nursery rules are important. Opportunities to develop Managing self: - PANTS rule - good and bad secrets. - Safety with technology - Safety around water Opportunities to develop Friendships: - How to extend and elaborate play ideas.
Search for a Hero	Opportunities to develop Self-regulation: - Show good sitting, good listening, good looking, keeping hands and feet to themselves at group times. - PANTS - Understands and talks about private times at home and in the classroom and listening if someone says 'no' or 'stop' Opportunities to develop Managing self: - Explore new activities more independently - Use manners please & thank you. - Look after the toys and equipment and help to tidy up - Identify healthy foods, how we keep healthy and dental practices - Beginning to understand how to keep safe outside and when using technology – be with an adult Opportunities to develop Friendships: - Play alongside other children without adult support. - Play simple turn taking games with adult support.	Traditional Tales	Opportunities to develop Self-regulation: - Talk about my feelings in more elaborated ways eg disappointed, worried, eager - Manage my feelings when angry, upset or worried. Opportunities to develop Managing self: - I select and use activities and resources, to achieve a goal that I've chosen. - Ask for help when I have problems in play - Concentrate and manage distractions. - PANTS rule –my trusted adults, Opportunities to develop Friendships: - Showing more confidence and initiating play with others	Where In the World?	Opportunities to develop Self-regulation: - To know how to help myself feel better in different situations Opportunities to develop Managing self: - I can talk about moving to a new class and year group. - PANTS – recap all aspects inc on holiday and IT safety Opportunities to develop Friendships: - Find solutions to problems in play. - Talk about what a friend is. - To initiate conversations and take account of what others say.

RECEPTION

AUTUMN

SPRING

SUMMER

Topic	Unit of Study	Topic	Unit of Study	Topic	Unit of Study
Marvellous ME	Opportunities to develop Self-regulation: - Identify and name some common feelings in themselves and others: surprised, excited, frustrated, upset, cross, lonely, worried. - Seek help through finding an adult - Recognise when a peer is upset - Talk with others to solve conflicts - Understand what is special about me and special to me - Understand how it feels to belong and that we are similar and different Opportunities to develop Managing self: - Use the toilet independently, including washing and drying my hands - Know why it is important that we wash our hands - Put on a fasten my own coat independently - Follow a simple instruction as part of a group - Try new activities independently, with an adult or with peers - Identify something that I am good at - Know and begin to talk about the different factors that support my overall health and well-being: tooth brushing, daily exercise and healthy eating - To know and talk about the PANTS rule Opportunities to develop building relationships: - Build constructive and respectful; relationships with staff and peers. - Identify my 5 trusted adults - Take turns with support from an adult or with the systems in place e.g. sand timers. - Describe myself in positive terms and talk about abilities. - Understand that being different makes us special	Antarctica	Opportunities to develop Self-regulation - Identify and moderate own feelings - Recognise different feelings in others Opportunities to develop Managing self: - Put on my outdoor learning clothes with increasing independence - Talk about my work and play, and show perseverance - Wait with increased patience. - Understand that it is ok to make mistakes- this is an important part of learning. - To know and talk about the PANTS rules Opportunities to develop building relationships: - Make some closer friendships and seek out these friends to initiate play. - I can show kindness towards others by helping, listening and supporting them. - I can join in with a group of children who are playing and listen to their viewpoints and suggestions.	Wings and Living Things	Opportunities to develop Self-regulation - Understand that discussion of our thoughts is really important and I'm beginning to learn that my friends might not always want to play what I want but that's ok. Opportunities to develop Managing self: - Understand the impact of my words on those around me - To know and talk about the PANTS rules Opportunities to develop building relationships: - Continue to build constructive and respectful relationships - Begin to solve small conflicts without adult support by speaking to my peers - Hold a two-way conversation listening to my peer's ideas and responding appropriately
Dark Days and Cosy Nights	Opportunities to develop Self-regulation - Explain to an adult what has happened when they are upset - Show resilience and perseverance when something is challenging Opportunities to develop Managing self: - Put on shoes and wellies independently - Follow the class rules - Complete new activities with increasing independence - Understand the importance of sleep and sleep routines - To know and talk about the PANTS rules Opportunities to develop building relationships: - Join in with a group of children who are playing - Form closer friendships and seek them out to initiate play - Speak to peers within a game or activity - Take turns with little adult support	Twisted Tales	Opportunities to develop Self-regulation - Explain to an adult what has happened when they are hurt or upset, using descriptive vocabulary. - Link events with feelings and discuss them - Moderate my own feelings - Understand how my actions affect other people Opportunities to develop Managing self: - Complete short activities/ tasks independently. - Take turns in conversation, listen to others views. - Know and talk about the different factors that support my overall health and well-being; physical activity, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian - Talk about the role of the dentist, what happens when you go to the dentist and why it is important to have your teeth checked. - Discuss healthy food choices - To know and talk about the PANTS rules Opportunities to develop building relationships: - See myself as a valuable individual - Begin to solve small conflicts without adult support by speaking to my peers	Amazing Adventures, Exotic Animals and Golden Sands	Self-Regulation - ELG. - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - ELG. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - ELG. - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers.

YEAR 1

	KAPOW SCHEME OF WORK		
	AUTUMN	SPRING	SUMMER
CONCEPTS	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L5/6/7)	RELATIONSHIPS & SEX EDUCATION (CWP)
	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference
	HEALTH & WELLBEING (L1/3/5/6/7)	ECONOMIC WELLBEING (L1/4)	SAFETY & THE CHANGING BODY (L1/2/4/5/6)
	Emotional Literacy Responsibility Resilience Relationships	Emotional Literacy Responsibility Resilience	Emotional Literacy Responsibility Resilience Healthy Me Relationships
		CITIZENSHIP (L2,5,6)	
		Emotional Literacy Responsibility Resilience Relationships Celebrating difference	

	AUTUMN	SPRING	SUMMER
VOCABULARY	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L5/6/7)	RELATIONSHIPS & SEX EDUCATION (CWP)
		Behaviour Care Emotions Problems Stereotypes	Feelings Male Female Private parts Penis Vulva
	HEALTH & WELLBEING (L1/3/5/6/7)	ECONOMIC WELLBEING (L1/4)	SAFETY & THE CHANGING BODY (L1/2/4/5/6)
	Feelings Allergy Germs Ill Qualities	Bank Earn Job Pocket money Spend	Accident Medicine Emergency Hazards Trust
		CITIZENSHIP (L2,5,6)	
		Democracy Different Fair Responsibility Unique	

	AUTUMN	SPRING	SUMMER
	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L5/6/7)	RELATIONSHIPS & SEX EDUCATION (CWP)
NATIONAL CURRICULUM OBJECTIVES	The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)'	Pupils should know: Respectful relationships: - practical steps they can take in a range of different contexts to improve or support respectful relationships. - what a stereotype is, and how stereotypes can be unfair, negative or destructive. Caring friendships: - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Pupils should know: Respectful Relationships: - The importance of respecting others, even when they are different from them or make different choices and have difference preferences or beliefs. - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Mental wellbeing: - That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Families & people who care for me: - That families are important for children growing up because they can give love, security and stability. - The characteristics of healthy family life, commitment to each other, including times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed. Caring friendships: - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Being Safe: - How to recognise and report feelings of being unsafe or feeling bad about any adult.

	AUTUMN	SPRING	SUMMER
	HEALTH & WELLBEING (L1/3/5/6/7)	ECONOMIC WELLBEING (L1/4)	SAFETY & THE CHANGING BODY (L1/2/4/5/6)
	Pupils should know: Mental wellbeing: - That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Health and prevention: - The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of washing - About safe and unsafe exposure to the sun and how to reduce sun damage, including skin cancer. - The facts and science relating to allergies, immunisation and vaccination.	- The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)' - To discover what money is and how it helps us. - To begin to understand the differences between spending and saving money.	- To describe and understand their feelings. - To develop simple strategies for managing their feelings. - To understand the benefits of physical activity and rest. - To begin to understand how germs are spread and how we can stop them from spreading. - To begin to understand the risks associated with the sun. To begin to understand allergies
		CITIZENSHIP (L2,5,6)	
		- The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)' - To understand that animals have different needs and how to care for them - To understand the range of groups people belong to - To begin to understand how democracy works	

	AUTUMN	SPRING	SUMMER
PSHEC KNOWLEDGE	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L5/6/7)	RELATIONSHIPS & SEX EDUCATION (CWP)
	To begin to understand what PSHE education is and how we can learn effectively in these lessons	- To begin to understand that friendships can have problems, but we can overcome them - To begin to understand that being friendly to others makes them feel welcome and included - To begin to understand what is meant by a stereotype.	- To understand that we are all different but can still be friends - To discuss how children, grow and change - To explore different types of families and who to ask for help. - To identify who can help when families make us feel unhappy or unsafe.
	HEALTH & WELLBEING (L1/3/5/6/7)	ECONOMIC WELLBEING (L1/4)	SAFETY & THE CHANGING BODY (L1/2/4/5/6)
		To understand what money is and where it comes from. To begin to understand that people make different choices about spending and saving money.	- To know how to respond to adults in a safe and familiar context. - To understand how to respond to adults in a range of situations. - To know what an emergency is and how to make a phone call if needed. - To begin to understand the difference between acceptable and unacceptable physical contact. - To begin to understand what is safe to put into or onto our bodies.
		CITIZENSHIP (L2,5,6)	
		- To begin to understand the importance of rules - To begin to recognise ways in which we are the same and different to other people.	

YEAR 2

	KAPOW SCHEME OF WORK		
	AUTUMN	SPRING	SUMMER
CONCEPTS	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L4/5/6/7)	RELATIONSHIPS & SEX EDUCATION (CWP)
	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference
	HEALTH & WELLBEING (L1/5/7)	CITIZENSHIP (L1/5/7)	SAFETY & THE CHANGING BODY (L4/5/8)
	Emotional Literacy Responsibility Resilience Healthy Me Relationships	Emotional Literacy Responsibility Resilience Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Healthy Me Relationships
		ECONOMIC WELLBEING (L3/4)	
		Emotional Literacy Responsibility Resilience Relationships	

	AUTUMN	SPRING	SUMMER
VOCABULARY	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L4/5/6/7)	RELATIONSHIPS & SEX EDUCATION (CWP)
		Friendships Love Manners	Sex Gender roles Stereotypes
	HEALTH & WELLBEING (L1/5/7)	CITIZENSHIP (L1/5/7)	SAFETY & THE CHANGING BODY (L4/5/8)
	Physical activity Diet Goal Growth mindset Skill	Election Vote Opinion Rule Volunteer	Private Penis Testicles Vulva Vagina
		ECONOMIC WELLBEING (L3/4)	
		Coins Notes Needs Wants Priority	

	AUTUMN	SPRING	SUMMER
NATIONAL CURRICULUM OBJECTIVES	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L4/5/6/7)	SAFETY & THE CHANGING BODY
	The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)'	Pupils should know: Caring friendships: - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships: - The conventions of courtesy and manners. - What a stereotype is, and how stereotypes can be unfair, negative or destructive. Families and people who care for me: - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - That marriage represents a formal and legally recognised relationships. - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Mental wellbeing: - There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Pupils should know: Internet safety and harms: Covered in Y2 computing curriculum Online relationships: Covered in Y2 computing curriculum Being safe: - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - How to report concerns or abuse, and the vocabulary and confidence needed to do. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Drugs, alcohol and tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

	AUTUMN	SPRING	SUMMER
NATIONAL CURRICULUM OBJECTIVES	HEALTH & WELLBEING (L1/5/7)	ECONOMIC WELLBEING (L3/4)	RELATIONSHIPS & SEX EDUCATION (CWP)
	Pupils should know: Mental wellbeing: - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Health & Prevention: - About dental health and benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	- The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)' - To consider how people decide what they want. - To explore how bank accounts and cards help with managing money.	Pupil should know: Respectful Relationships: - The importance of respecting others, even when they are different from them or make different choices and have difference preferences or beliefs. - What a stereotype is, and how stereotypes can be unfair, negative or destructive. Science KS 1: - How to identify, name, draw and label the basic parts of the human body. - Notice that animals, including humans, have offspring that grow into adults.
		CITIZENSHIP (L1/5/7)	
		- The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)' - To understand the importance of rules - To recognise similarities and differences between people in the local community - To understand ways to share an opinion	

	AUTUMN	SPRING	SUMMER
PSHEC KNOWLEDGE	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L4/5/6/7)	SAFETY & THE CHANGING BODY (4/5/8)
	To recap effective learning in PSHE education and how we can help everyone to learn in these lessons	- To begin to understand the range of families they may encounter now and in the future. - To begin to understand that some friendships might make us feel unhappy and how to deal with this. - To begin to understand the conventions of courtesy and manners - To develop an understanding of stereotypes and how these might affect job/career choices.	- To understand how to stay safe when using the internet. - To begin to understand the concept of privacy and the correct vocabulary for body parts. - To understand safe and unsafe touches. - To begin to understand how to stay safe with medicines.
	HEALTH & WELLBEING (L1/5/7)	CITIZENSHIP (L1/5/7)	RELATIONSHIPS & SEX EDUCATION (CWP)
	- To describe a range of feelings and develop simple strategies for managing them. - To identify strategies to help overcome barriers or manage difficult emotions. - To develop a growth mindset. - To understand ways of looking after our teeth.	- To understand the importance of rules. - To recognise similarities and differences between people in my community. - To understand ways to share an opinion.	- To introduce the concept of gender stereotypes. - To identify differences between males and females. - To explore some of the differences between males and females and to understand how his is part of the lifecycle. - To focus on sexual difference and name body parts.
		ECONOMIC WELLBEING (L3/4)	
		- Understanding how saving can help us get the things we want and need. - Understand that banks look after money and the benefits of bank accounts.	

YEAR 3

	KAPOW SCHEME OF WORK		
	AUTUMN	SPRING	SUMMER
CONCEPTS	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L1/2/3/5/7)	RELATIONSHIPS & SEX EDUCATION (CWP)
	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Healthy Me Relationships	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference
	HEALTH & WELLBEING (1/3/5)	CITIZENSHIP (L1/5/6)	SAFETY & THE CHANGING BODY (L1/4/7/8)
	Emotional Literacy Responsibility Resilience Healthy Me Relationships	Emotional Literacy Responsibility Resilience Relationships	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference
		ECONOMIC WELLBEING (L1/5)	
		Emotional Literacy Responsibility Resilience	

	AUTUMN	SPRING	SUMMER
VOCABULARY	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L4/5/6/7)	RELATIONSHIPS & SEX EDUCATION (CWP)
		Bullying Communicate Empathy Sympathy Trust	Adoption Relationships Fostering
	HEALTH & WELLBEING (L1/5/7)	CITIZENSHIP (L1/5/7)	SAFETY & THE CHANGING BODY (L4/5/8)
	Barriers Belonging Lonely Resilience Boundaries	Charity Consequence Law Rights United Nations	Allergic Anaphylaxis Cyberbullying Fake Influence
		ECONOMIC WELLBEING (L3/4)	
		Account Budget Career Feelings Stereotype	

	AUTUMN	SPRING	SUMMER
NATIONAL CURRICULUM OBJECTIVES	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L4/5/6/7)	SAFETY & THE CHANGING BODY (L4/5/8)
	The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)'	Pupils should know that: Families and people that care for me - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships - Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships - Different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Pupils should know that: Basic first aid - how to make a clear and efficient call to emergency services if necessary - concepts of basic first aid, for example dealing with common injuries, including head injuries Internet and safety harms - that for most people the internet is an integral part of life and has many benefits - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - where and how to report concerns and get support with issues online Mental wellbeing - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing - How and where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Online relationships - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them Internet safety and harms: - where and how to report concerns and get support with issues online. Drugs, alcohol and tobacco - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. NB: Road safety is not included in the statutory guidance however it does feature in the PSHE Association's Programme of Study for PSHE: Health and Wellbeing > Keeping Safe > strategies for keeping safe in the local environment or unfamiliar places (rail, water, road).

	AUTUMN	SPRING	SUMMER
	HEALTH & WELLBEING (L1/5/7)	CITIZENSHIP (L1/5/7)	RELATIONSHIPS & SEX EDUCATION (CWP)
NATIONAL CURRICULUM OBJECTIVES	Pupils should know: Mental wellbeing - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - That mental wellbeing is a normal part of daily life, in the same way as physical health. - That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - How and where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Physical health and fitness - The characteristics and mental and physical benefits of an active lifestyle - The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. - The risks associated with an inactive lifestyle (including obesity).	NB: Democracy is not included in the statutory guidance however the DfE National Framework for Citizenship 2015 says schools should teach what democracy is and about the basic institutions that support it locally and nationally. - To begin to understand the UN convention on the rights of the child - To understand that charities care for others and how people can support them - To begin to understand how democracy works in the local area	Pupil should know: Respectful Relationships: - The importance of respecting others, even when they are different from them or make different choices and have difference preferences or beliefs. - Practical steps they can take in a range of different contexts o improve or support respectful relationships. - The importance of self-respect and how this links to their own happiness. - About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Caring friendships: - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed. Being Safe: - What sorts of boundaries are appropriate in friendships with peers and others. - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact. - How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. - How to ask for advice or help for themselves or others, and to keep trying until they are heard. - How to report concerns or abuse, and he vocabulary and confidence needed to so. - Where to get advice e.g. family, school and/or other sources. Families and people who care for me: - That families are important for children growing up because they can give love, security and stability. - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - That stable caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

		ECONOMIC WELLBEING (L3/4)	
		NB: PSHE Association's Programme of Study for PSHE: Living in the wider world > L17. about the different ways to pay for things and the choices people have about this PSHE Association's Programme of Study for PSHE: Living in the wider world > L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes and L31. to identify the kind of job that they might like to do when they are older • To understand the different ways to pay for things and why people might choose them To understand that there are a range of jobs available and to think about what job they might want to do	

	AUTUMN	SPRING	SUMMER
PSHEC KNOWLEDGE	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L1/2/3/5/7)	RELATIONSHIPS & SEX EDUCATION (CWP)
	To recap effective learning in PSHE education and how we can help everyone to learn in these lessons	- To understand that families love and support each other but sometimes problems can occur and help is available if needed. - To understand that friendships have ups and downs and that problems can be resolved. - To begin to understand the impact of bullying. - To understand why trust is an important part of positive relationships. - To recognise that stereotypes are present in everyday life	- To identify that people are unique and to respect those differences. - To explore the difference between male and female bodies. - To consider appropriate and inappropriate physical contact and consent. - To explore different types of families and who to go to for help and support.
	HEALTH & WELLBEING (L1/3/5)	CITIZENSHIP (L1/5/6)	SAFETY & THE CHANGING BODY (L1/4/7/8)
	- To understand and plan for a healthy lifestyle including physical activity, rest and diet. - To understand the different aspects of my identity. - To break down barriers into smaller, achievable goals.	- To begin to understand the UN convention on the rights of the child. - To understand that charities care for others and how people can support them. - To begin to understand how democracy works in the local area.	- To understand the role, I can take in an emergency situation. - To understand that cyberbullying involves being unkind online. - To begin to recognise who and what can influence our decisions. - To develop an understanding of safety on or near roads.
		ECONOMIC WELLBEING (L1/5)	
		- To understand the different ways to pay for things and why people might choose them. - To understand that there are a range of jobs available and to think about what job they might want to do.	

YEAR 4

	KAPOW SCHEME OF WORK		
	AUTUMN	SPRING	SUMMER
CONCEPTS	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L1/2/4/6/8)	RELATIONSHIPS & SEX EDUCATION (CWP)
	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference
	HEALTH & WELLBEING (L1/3/5/7)	CITIZENSHIP (L1/5)	SAFETY & THE CHANGING BODY (L1/2/4/8)
	Emotional Literacy Responsibility Resilience Healthy Me	Emotional Literacy Responsibility Resilience Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Healthy Me Relationships
		ECONOMIC WELLBEING (L2/4)	
		Emotional Literacy Responsibility Resilience	

	AUTUMN	SPRING	SUMMER
VOCABULARY	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L1/2/4/6/8)	RELATIONSHIPS & SEX EDUCATION (CWP)
		Authority Bereavement Boundaries Bystander Permission	Puberty Life cycle Reproduction Breasts Sperm Egg
	HEALTH & WELLBEING (L1/3/5/7)	CITIZENSHIP (L1/5)	SAFETY & THE CHANGING BODY (L1/2/4/8)
	Fluoride Mental health Negative emotions Positive emotions Visualise	Authority Diversity Human rights Local government Cabinet	Puberty Tobacco Breasts Genitals Law
		ECONOMIC WELLBEING (L2/4)	
		Bank account Bank statement Influence Satisfaction Value for money	

	AUTUMN	SPRING	SUMMER
NATIONAL CURRICULUM OBJECTIVES	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L1/2/4/6/8)	RELATIONSHIPS & SEX EDUCATION (CWP)
	The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)'	Caring friendships: - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - The importance of permission-seeking and giving in relationships with friends, peers and adults. - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Respectful relationships: - The conventions of courtesy and manners - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - What a stereotype is, and how stereotypes can be unfair, negative or destructive Families and people who care for me: - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Mental wellbeing: - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Pupils should know: Changing adolescent body: - Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. - About menstrual wellbeing including the key facts about the menstrual cycle. Mental wellbeing: - That mental wellbeing is a normal part of daily life, in the same way as physical health. - There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Caring friendships: - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right. - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships: - The importance of respecting others, even when they are different from them or make different choices and have different preferences or beliefs. - Practical steps they can take in a range of different contexts to improve or support respectful relationships. - The importance of self-respect and how this links to their own happiness. - That in school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. - About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - The importance of permission seeking and giving in relationships with friends, peers and adults. Online relationships: - That the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous. - How to critically consider online friendships and sources of information including awareness of the risks associated with people they have never met. Science KS2: - Describe the life process of reproduction in some plants and animals. - Describe the changes humans develop to old age

	AUTUMN	SPRING	SUMMER
	HEALTH & WELLBEING (L1/3/5/7)	CITIZENSHIP (L1/5)	SAFETY & THE CHANGING BODY (L1/2/4/8)
	Health and prevention: - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Mental wellbeing: - That mental wellbeing is a normal part of daily life, in the same way as physical health. - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - It is common for people to experience mental ill-health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	- The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)' - To begin to understand the Human Rights convention - To understand the value of diversity in a community	Pupils should know: Internet safety and harms - Why social media, some computer games and online gaming, for example, are age restricted. - That for most people the internet is an integral part of life and has many benefits - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private - Where and how to report concerns and get support with issues online Online relationships: - How information and data is shared and used online. Being safe: - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - How to recognise and report feelings of being unsafe or feeling bad about any adult. Drugs, alcohol and tobacco: - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
		ECONOMIC WELLBEING (L2/4)	
		- The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)' - To understand the importance of monitoring money. - To understand how different factors can influence career choices.	

	AUTUMN	SPRING	SUMMER
PSHEC KNOWLEDGE	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L1/2/4/6/8)	RELATIONSHIPS & SEX EDUCATION (CWP)
	To recap effective learning in PSHE education and how we can help everyone to learn in these lessons	- To develop understanding of courtesy and manners in a range of situations - To begin to understand the physical and emotional boundaries in friendships - To understand the impact of bullying and the responsibility of bystanders to help - To recognise that stereotypes can relate to a number of factors - To explore how we can help following a bereavement	- To explore the human life cycle. - To identify some basic facts about puberty. - To explore how puberty is linked to reproduction. - To explore respect in a range of relationships. To discuss the characteristics of healthy relationships.
	HEALTH & WELLBEING (L1/3/5/7)	CITIZENSHIP (L1/5)	SAFETY & THE CHANGING BODY (L1/2/4/8)
	- To understand how we can look after our teeth - To develop a growth mindset and understand that mistakes are useful - To identify what's important to me and to take responsibility for my own happiness - To identify what's important to me and to take responsibility for my own happiness - To understand a range of emotions - To begin to understand what mental health is and who can help if I need it	To begin to understand the Human Rights convention.	- To understand that age restrictions are designed to protect us. - To understand the benefits and risks of sharing material online. - To develop understanding of privacy and the difference between secrets and surprises. - To begin to understand the risks of smoking and the benefits of being a non-smoker.
		ECONOMIC WELLBEING (L2/4)	
		- To begin to understand the importance of keeping track of money - To understand that people's decisions about their careers can be influenced by a variety of things	

YEAR 5

	KAPOW SCHEME OF WORK		
	AUTUMN	SPRING	SUMMER
CONCEPTS	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L2/3/4/5/6/8)	RELATIONSHIPS & SEX EDUCATION (CWP)
	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference
	HEALTH & WELLBEING (L2/5/6/7)	CITIZENSHIP (L1/6)	SAFETY & THE CHANGING BODY (L1/2/6/7)
	Emotional Literacy Responsibility Healthy Me Relationships	Emotional Literacy Responsibility Resilience Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Healthy Me Relationships
		ECONOMIC WELLBEING (L2/4)	
		Emotional Literacy Responsibility Resilience	

	AUTUMN	SPRING	SUMMER
VOCABULARY	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L2/3/4/5/6/8)	RELATIONSHIPS & SEX EDUCATION (CWP)
		Attributes Cyberbullying Marriage Secret Wedding	Physical changes Menstruation Hair – pubic, facial Bladder Cervix Clitoris Egg Ejaculation Fallopian tube Labia Nipples Ovary Scrotum
	HEALTH & WELLBEING (L2/5/6/7)	CITIZENSHIP (L1/6)	SAFETY & THE CHANGING BODY (L1/2/6/7)
	Protect Responsibility Assertive Aggressive Passive	Government House of commons Parliament Prime minister Judge/jury	Consent Menstruation Puberty Sexual feelings Moods Wet dreams Tampons
		ECONOMIC WELLBEING (L2/4)	
		Allocate Expenditure Income Loan Repayment	

	AUTUMN	SPRING	SUMMER
	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L2/3/4/5/6/8)	RELATIONSHIPS & SEX EDUCATION (CWP)
NATIONAL CURRICULUM	The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)'	Pupils should know: Caring friendships - How important friendships are in making us feel happy and secure, and how people choose and make friends - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Respectful relationships: - the importance of self-respect and how this links to their own happiness. - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - What a stereotype is, and how stereotypes can be unfair, negative or destructive Families and people who care for me: - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Pupils should know: Changing adolescent body: - Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. - About menstrual wellbeing including the key facts about the menstrual cycle. Mental wellbeing: - That mental wellbeing is a normal part of daily life, in the same way as physical health. - There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental, wellbeing and happiness. - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

	AUTUMN	SPRING	SUMMER
	HEALTH & WELLBEING (L2/5/6/7)	CITIZENSHIP (L1/6)	SAFETY & THE CHANGING BODY (L1/2/6/7)
	Pupils should know: Mental wellbeing: - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate Healthy living: - What constitutes a healthy diet (including understanding calories and other nutritional content) - The principles of planning and preparing a range of healthy meals - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) Health and prevention: - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	- NB: PSHE Association's Programme of Study for PSHE: Living in the wider world – L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws. - Democracy is not included in the statutory guidance however the DfE National Framework for Citizenship 2015 says schools should teach what democracy is and about the basic institutions that support it locally and nationally. - Democracy is also one of the fundamental British values. - To begin to understand what happens when the law is broken - To begin to understand how parliament works	Pupils should know: Online relationships: - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Internet safety and harms: - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Basic first aid - How to make a clear and efficient call to emergency services if necessary. - Concepts of basic first-aid, for example dealing with common injuries, including head injuries. Drugs, alcohol and tobacco: The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
		ECONOMIC WELLBEING (L2/4)	
		- Living in the wider world > L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe - about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations	

	AUTUMN	SPRING	SUMMER
PSHEC KNOWLEDGE	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L2/3/4/5/6/8)	RELATIONSHIPS & SEX EDUCATION (CWP)
	To recap effective learning in PSHE education and how we can help everyone to learn in these lessons	- To explore the ups and downs of friendships. - To explore the ups and downs of friendships. - To understand the concept of marriage. - To begin to understand self-respect. - To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens. - To understand more about bullying and how to get help. - To explore the impact of stereotypes and how they can lead to discrimination	- To explore the emotional and physical changes occurring in puberty. - To understand male and female puberty changes in more detail. - To explore the impact of puberty on the body and the importance of physical hygiene. - To explore ways to get support during puberty.
	HEALTH & WELLBEING (L2/5/6/7)	CITIZENSHIP (L1/6)	SAFETY & THE CHANGING BODY (L1/2/6/7)
	- To understand the benefits of sleep - To take responsibility for their own feelings and actions and to use vocabulary to describe these. - To understand and be able to plan healthy meals. - To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection.	- To begin to understand what happens when the law is broken. - To begin to understand how parliament works	- To begin to understand some issues related to online friendships including the impact of their actions. - To learn about staying safe online. - To understand how to help someone who is bleeding. - To begin to understand the influence others have on us and how we can make our own decisions.
		ECONOMIC WELLBEING (L2/4)	
		To understand some risks associated with money	

YEAR 6

	KAPOW SCHEME OF WORK		
	AUTUMN	SPRING	SUMMER
CONCEPTS	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L1/2/4/5/6)	RELATIONSHIPS & SEX EDUCATION (CWP)
	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Healthy Me Relationships Celebrating difference
	HEALTH & WELLBEING (L3/4/5/6/8)	CITIZENSHIP (L1/4/6)	SAFETY & THE CHANGING BODY (L1/3/8)
	Emotional Literacy Responsibility Healthy Me	Emotional Literacy Responsibility Resilience Relationships Celebrating difference	Emotional Literacy Responsibility Resilience Healthy Me Relationships
		ECONOMIC WELLBEING (L4)	
		Emotional Literacy Responsibility Resilience Celebrating difference	

	AUTUMN	SPRING	SUMMER
VOCABULARY	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L1/2/4/5/6)	RELATIONSHIPS & SEX EDUCATION (CWP)
		Conflict Authority Grief Grieving Respect	Conception Fertilisation Pregnancy Personal/private info. Consent Intimacy Sexual intercourse
	HEALTH & WELLBEING (L3/4/5/6/8)	CITIZENSHIP (L1/4/6)	SAFETY & THE CHANGING BODY (L1/3/8)
	Antibodies Habit Vaccination	Expectation Resolve Harassment	Alcohol Internet trolling Pregnant Conception Fertilisation Sperm
		ECONOMIC WELLBEING (L4)	
		Earnings Gambling Roles and responsibility University Valuables	

	AUTUMN	SPRING	SUMMER
	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L1/2/4/5/6)	RELATIONSHIPS & SEX EDUCATION (CWP)
NATIONAL CURRICULUM OBJECTIVES	The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)'	Pupils should know: Respectful relationships - Pupils should know practical steps they can take in a range of different contexts to improve or support respectful relationships. - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. - What a stereotype is, and how stereotypes can be unfair, negative or destructive Caring friendships - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Families and people who care for me: - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Mental wellbeing: - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Pupils should know: Changing adolescent body: - Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. - About menstrual wellbeing including the key facts about the menstrual cycle. Mental wellbeing: - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - Where and how to seek support (including recognising triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues that arise on line) - It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Families and people who care for me: - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - That stable caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Online relationships: - That people sometimes behave differently online, including by pretending to be someone they are not. - That the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous. - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them. - How to critically consider online friendships and sources of information including awareness of the risks associated with people they have never met. - How information and data is shared and used online. Being Safe: - What sorts of boundaries are appropriate in friendships with peers and others. - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - How to report concerns or abuse, and the vocabulary and confidence needed to do so. - Where to get advice e.g. family, school and/or other sources. Science KS2: - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents.

HEALTH & WELLBEING (L3/4/5/6/8)	CITIZENSHIP (L1/4/6)	SAFETY & THE CHANGING BODY (L1/3/8)
Pupils should know: Mental wellbeing: • That mental wellbeing is a normal part of daily life, in the same way as physical health. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Internet safety and harms: • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • Why social media, some computer games and online gaming, for example, are age restricted Health and prevention • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. Physical health and fitness How and when to seek support including which adults to speak to in school if they are worried about their health.	• NB: PSHE Association's Programme of Study for PSHE: Living in the wider world: L2. to recognise there are human rights, that are there to protect everyone • NB: PSHE Association's Programme of Study for PSHE: Living in the wider world > L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced • Democracy is not included in the statutory guidance however the DfE National Framework for Citizenship 2015 says schools should teach what democracy is and about the basic institutions that support it locally and nationally. • Democracy is also one of the fundamental British values. • To understand human rights, including the right to education. • To recognise prejudice and discrimination and learn how this can be challenged • To begin to understand how government works	Pupils should know: Respectful relationships: • The importance of permission-seeking and giving in relationships with friends, peers and adults Online relationships: • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous Internet safety and harms: • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health Mental wellbeing: • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Basic first aid: • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. Drugs, alcohol and tobacco: • Children should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Science KS2: • Animals including humans > Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
	ECONOMIC WELLBEING (L4)	
	• NB: PSHE Association's Programme of Study for PSHE: Living in the wider world > L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) and L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life • To recognise the risks of gambling	

	AUTUMN	SPRING	SUMMER
PSHEC KNOWLEDGE	INTRODUCTORY LESSON	FAMILY & RELATIONSHIPS (L1/2/4/5/6)	RELATIONSHIPS & SEX EDUCATION (CWP)
	To recap effective learning in PSHE education and how we can help everyone to learn in these lessons	- To understand what we mean by respect and why it is important - To understand that respect is two-way and how we treat others is how we can expect to be treated. - To understand stereotypes and be able to share information on them. - To resolve disputes and conflict through negotiation and compromise. - To begin to understand the process and emotions relating to grief.	- To consider puberty and reproduction. - Exploring the importance of communication and respect in relationships. - To consider different ways people might start a family. - To explore positive and negative ways of communicating in a relationship.
	HEALTH & WELLBEING (L3/4/5/6/8)	CITIZENSHIP (L1/4/6)	SAFETY & THE CHANGING BODY (L1/3/8)
	- To understand and plan for a healthy lifestyle - To understand the potential impact of technology on physical and mental health - To understand the potential impact of technology on physical and mental health - To reflect on skills they have developed to identify and respond to difficult situations. - Understand ways that we help prevent ourselves and others becoming ill - To understand what happens when we are ill and begin to understand when to seek support	- To understand human rights, including the right to education. - To recognise prejudice and discrimination and learn how this can be challenged - To begin to understand how government works	- To begin to understand the risks of alcohol. - To understand that online relationships should be treated in the same way as face to face relationships. - To understand how to help someone who is unresponsive.
		ECONOMIC WELLBEING (L4)	
		To understand the range of jobs people might do	