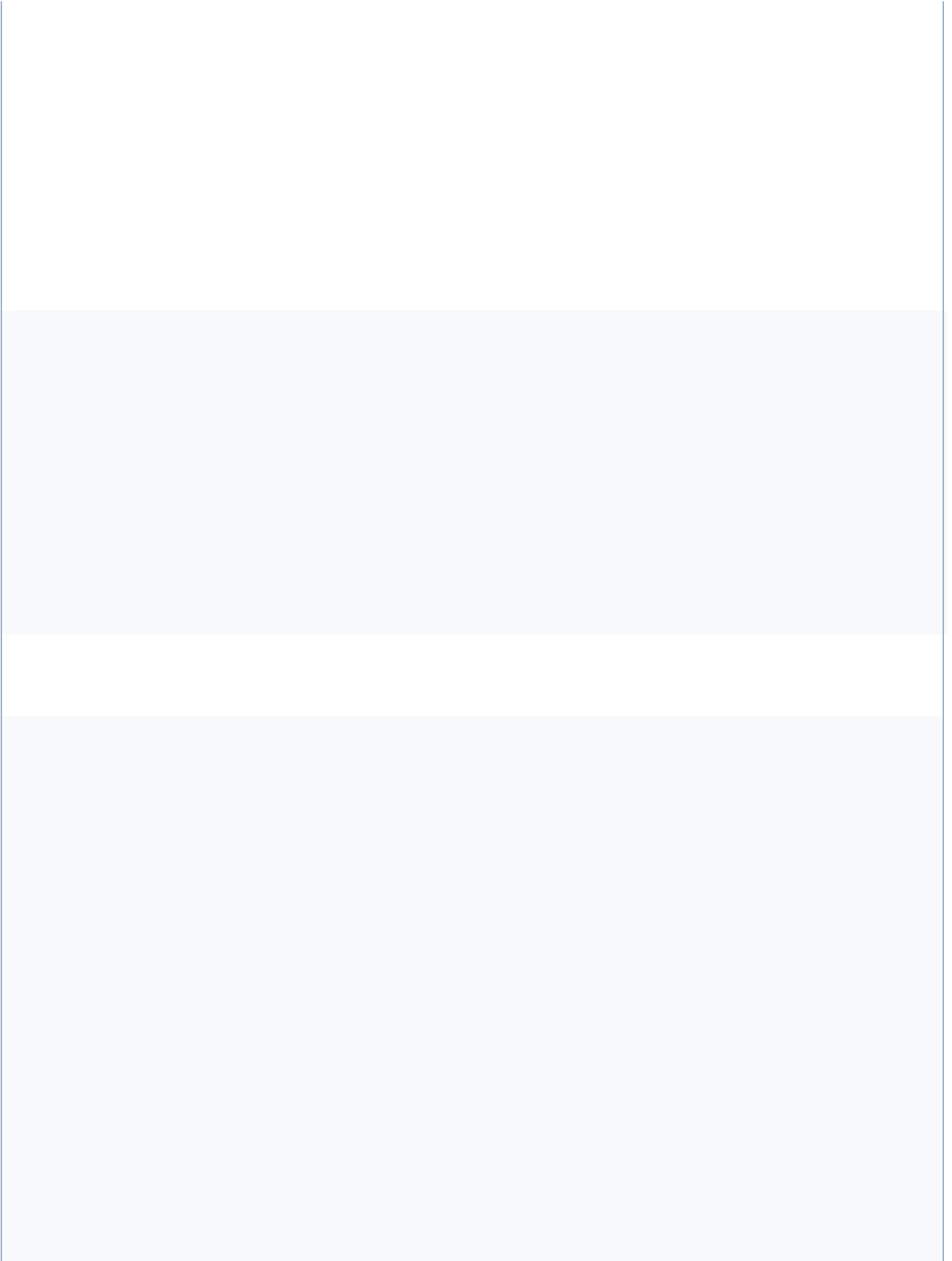


PSHE

Handbook

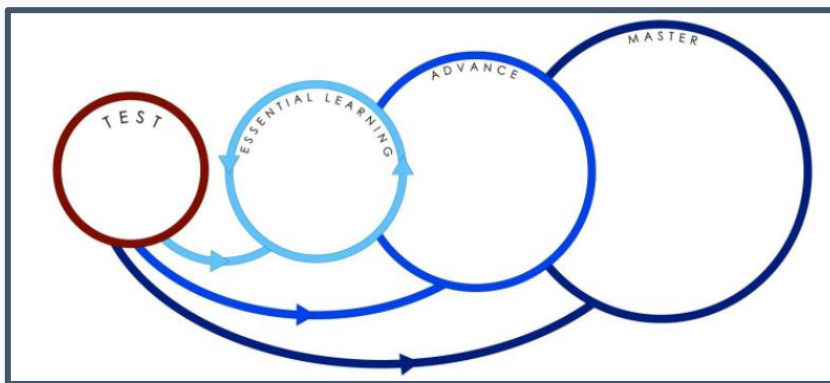




Implementation – How do we do it?

The Learning Journey

Pupils receive a curriculum in line with national guide lines and respects and takes accounts of pupil's prior learning and experiences. As part of our teaching we aim to develop our pupils understanding of identity, relationships, including different types, the development of healthy lifestyles, diversity and equality along with human rights. Our scheme of work is taken from the 1



Decision Scheme of Work and is adapted to meet the needs of our children. The scheme is divided into nine main themes: 1. Keeping/Staying Safe 2. Keeping Staying Healthy 3. Relationships/Growing & Changing 4. Being Responsible 5. Feelings & Emotions 6. Computer/Online

Safety 7. Our World/The Working World 8. A World Without Judgment. We also widen the curriculum by using Mind mate lessons, whilst developing the children's understanding for basic first aid using St John's Ambulance content.

Assessment

- Short term assessments aim to ensure staff become aware of the children's prior knowledge, along with what has been taught lesson by lesson. These include observations of groups, whole class feedback/discussions, either in written or oral form.
- Medium term assessments are completed at the end of a unit. Staff use this information to measure the children's progress. Information is noted on assessment grids which are kept in the assessment folders within classrooms.
- Long term assessments assess our children against national expectations. This information n is reported back to parents through the child's annual report.

Monitoring

PSHE is monitored in-line with the schools long term monitoring plan. There is an ongoing cycle of subject monitoring at Tranmere Park Primary.

Impact – What knowledge and skills are obtained?

At Tranmere Park, every pupil will:

- Develop the knowledge, skills, understanding and strategies required to live safe, healthy, productive, capable, responsible and balanced live styles.
- Be able to make effective transitions, develop positive and life long learning attitudes.
- Understand where to go for support if needed.
- Develop their own emotions and understand how to deal with them.
- Understand that there are differences with our world and start to clarify their own point of view about these.

Further to the above, our Curriculum, at Tranmere Park, is designed to ensure that each and every child achieves or demonstrates the following:

The Tranmere Park Way					
<i>Be Yourself</i>		<i>Be Your Best</i>		<i>Be Team Tranmere</i>	
Our children will learn to like who they are; they respect themselves and live their lives in their own way, regardless of the opinions of others.		Our children ‘give it everything they have got’ to achieve their full potential across the curriculum.		Our children are a part of a community and have respect for the resources and people in it and that surround it.	
Our Learning Values and Behaviours					
<i>Self-Manager</i>	<i>Effective Participator</i>	<i>Independent Enquirer</i>	<i>Team Worker</i>	<i>Resourceful Thinker</i>	<i>Reflective Learner</i>
Our children set their own goals and manage their own time, motivation and concentration.	Our children participate in lessons and persuade and encourage others to do so.	Our children set goals for their research with clear success criteria.	Our children understand that we are stronger together and implement this.	Our children are problem-solvers who can adapt to new or difficult situations.	Our children critically analyse their work ensuring future improvements.

 EFFECTIVE PARTICIPATOR

 TEAM WORKER

 SELF MANAGER

 REFLECTIVE LEARNER

 RESOURCEFUL THINKER

 INDEPENDENT ENQUIRER



TEAM TRANMERE
LEARNING BEHAVIOURS

RSHE curriculum revolve around what it's like to grow up as a child in 2026 and the new challenges and influences young people face as a result. While some of the topics are more sensitive, the guidance recommends taking a positive approach to learning:

“Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.”

RSHE (Relationships, Sex, and Health Education) is a mandatory, age-appropriate curriculum in English primary schools focusing on teaching children safe, respectful relationships, physical health, mental wellbeing, and online safety. It focuses on family, friendships, and understanding bodily changes, often referred to as "Relationships Education" or "Health Education".

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary. Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances. Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. Pupils should be able to recognise emotional, physical and sexual abuse. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation. Pupils should know how to report concerns and

seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education (Primary)

Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online Curriculum content: 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.

Physical health and fitness Curriculum content: 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating Curriculum content: 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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).
Drugs, alcohol, tobacco and vaping Curriculum content: 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention Curriculum content: 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety Curriculum content: 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid Curriculum content: 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Guidelines for PSHE Curriculum

PSHE – Key Stage 1 - Cycle 1 & 2 – Years 1 & 2

Year ½ - PSHE/RSHE – CLASS PLAN CYCLE 1

Autumn	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS What I Know Now Washing Hands OPTIONAL RESOURCES Washing Hands Extension Healthy protection and prevention - Simply RSHE	MindMate: Y1 – Being the same; being different. Celebrating – Focus - on recognising that everyone is different and provides opportunities for empathy with others and ‘put themselves in other people’s shoes.’ It explores and emphasises that difference is ok and should be celebrated.	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS Healthy Eating Brushing Teeth OPTIONAL RESOURCES Healthy Eating Extension Brushing Teeth Extension Healthy eating - Simply RSHE Heath protection and prevention - Simply RSHE	MindMate: Y2: Bring the same; being different. Beginning to understand empathy -Focus - recognising that people might feel differently about the same situation. Children explore empathy and ‘putting themselves in someone else’s shoes.’ Reflect on times when they have felt a certain way and how they could help someone who is being teased or bullied.	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS What I Know Now Jealousy OPTIONAL RESOURCES Jealousy Extension General wellbeing - Simply RSHE
Spring	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS Worry Anger OPTIONAL RESOURCES Worry Extension Anger Extension General wellbeing - Simply RSHE Respectful, kind relationships - Simply RSHE	MindMate: Y1 – Feeling good and being me – recognising feelings. Focus – Discussing, identify different feelings. They develop appropriate vocabulary to describe how they feel. Children should understand that everybody experiences a range of different feelings and that this is ok and learn ways of dealing with their feelings and discuss what is an appropriate/inappropriate way of managing their feelings.	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS What I Know Now Online Bullying OPTIONAL RESOURCES Online Bullying Extension Wellbeing online - Simply RSHE	MindMate: Y2 – Feeling good and being me – celebrating strengths. Focus - To think about why they are sometimes successful and sometimes unsuccessful and try and learn from these experiences.	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS Image Sharing Computer Safety Documentary OPTIONAL RESOURCES Image Sharing Extension Computer Safety Documentary Extension Online safety and awareness - Simply RSHE Wellbeing online - Simply RSHE
Summer	FIRE SAFETY UNIT CORE COMPREHENSIVE TOPICS What I Know Now Hoax Calling OPTIONAL RESOURCES Hoax Calling Extension Basic first aid - Simply RSHE	MindMate: Y1 – Solving problems – making it better. Setting goals and targets. Focus -To work and play together successfully, skills need to be learnt. They will progress to learn how to work and play identifying what those skills are and will be given the opportunity to practice them and to evaluate themselves and others.	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS What I Know Now Road Safety OPTIONAL RESOURCES Road Safety Extension Personal Safety - Simply RSHE	MindMate: Y2 – Solving problems – not giving up – perseverance. Focus - Everyone finds things difficult at times and that is how we learn and improve. Discusses things that we are good at and should be proud of but we also all have things that we can improve on. Develops on persevere and working together, we are able to achieve more.	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS Tying Shoelaces Staying Safe OPTIONAL RESOURCES Tying Shoelaces Extension Staying Safe Extension Personal safety - Simply RSHE Being safe - Simply RSHE

PSHE – Key Stage 1 - Cycle 1 – Years 1 & 2

Year ½ - PSHE/RSHE – CLASS PLAN CYCLE 2					
Autumn	RELATIONSHIPS UNIT CORE COMPREHENSIVE TOPICS What I Know Now Friendship OPTIONAL RESOURCES Friendship Extension Caring friendships - Simply RSHE	MindMate: Y1 – Friends and Family. Recognising how others show feelings and know how to respond.	RELATIONSHIPS UNIT CORE COMPREHENSIVE TOPICS Bullying Body Language OPTIONAL RESOURCES Bullying Extension Body Language Extension Respectful, kind relationships - Simply RSHE Caring friendships - Simply RSHE	MindMate: Y2 – Friends and Family. The impact of behaviour on others – Focus - To identify that their behaviour affects others and how it affects others and how other people's behaviour affects them.	OUR WORLD UNIT CORE COMPREHENSIVE TOPICS What I Know Now Growing In Our World OPTIONAL RESOURCES Growing In Our World Extension Developing bodies - Simply RSHE
Spring	OUR WORLD UNIT CORE COMPREHENSIVE TOPICS Living in Our World Working in Our World OPTIONAL RESOURCES Living in Our World Extension Working in Our World Extension NO Simply RSHE Links	MindMate: Y1 – Life changes – New class and making new friends Focus - Recognising different types of feelings and gives opportunities to consider how others might be feeling in different situations. Children explore taking about how they are feeling and how this can make themselves and others feel better.	A WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS What I Know Now Democracy OPTIONAL RESOURCES Democracy Extension Respectful, kind relationships - Simply RSHE	MindMate: Y2 – Life changes – Loss, loving loved objects – pet and person. Focus - exploring loss and the associated feelings. Discussing experience of loss, including change and the loss of material possessions or something which is special to someone	A WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS Individual Liberty Rule of Law OPTIONAL RESOURCES Individual Liberty Extension Rule of Law Extension Respectful, kind relationships - Simply RSHE
Summer	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS What I Know Now Water Spillage OPTIONAL RESOURCES Water Spillage Extension Personal Safety - Simply RSHE	MindMate: Y1 – Strong Emotions. Focus - recognising what might be fair or unfair, kind or unkind and right or wrong. Children explore how they might respond if they find themselves in a situation which is unfair or wrong or when someone is being unkind to them.	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS Practice Makes Perfect Helping Someone In Need OPTIONAL RESOURCES Practice Makes Perfect Extension Helping Someone In Need Extension General wellbeing - Simply RSHE Being safe - Simply RSHE	MindMate: Y2 – Strong Emotions – Comfortable and uncomfortable feelings Focus- Exploring and describing how it feels to be sad or unhappy. Children support each other to think about how they might express feelings of unhappiness.	FIRE SAFETY UNIT CORE COMPREHENSIVE TOPICS Petty Arson Texting Whilst Driving OPTIONAL RESOURCES Petty Arson Extension Texting Whilst Driving Extension Personal safety - Simply RSHE

PSHE – Lower Key Stage 2 - Cycle 1 – Years 3 & 4

Year 3/4 - PSHE/RSHE – CLASS PLAN CYCLE 1					
Autumn	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS Medicine What I've Learnt OPTIONAL RESOURCES Medicine Extension Drugs, Alcohol, Tobacco and Vaping - Simply RSHE can be challenging	Mindmate – Yr3 – Life Changes – Life in KS2: New faces and new routines. I am learning how to handle change. Focus – Being co-operative with others understanding that change	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS What I Know Now Healthy Living OPTIONAL RESOURCES Healthy Living Extension Healthy eating - Simply RSHE	Mindmate – Yr4 – Life Changes. Positive and negative effects on emotional wellbeing and mental health. Emotions are a part of life. Focus – To name some factors that affect people's emotions and everyone mental health is different.	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS Grief What I've Learnt OPTIONAL RESOURCES Grief Extension General wellbeing - Simply RSHE
Spring	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS What I Know Now Jealousy OPTIONAL RESOURCES Jealousy Extension General wellbeing - Simply RSHE what happens when things don't quite go to plan.	Mindmate – Yr3 – Being the same and being different. Friends will have different opinions. Focus – To discuss how and why people might need to play and work cooperatively together and	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS Making Friends Online What I've Learnt OPTIONAL RESOURCES Making Friends Online Extension Online safety and awareness - Simply RSHE	Mindmate – Yr4 – Being the same: Being different. Knows that actions that affect themselves and others. I know that discrimination can hurt other people's feelings. Focus – To talk about that there is a wide range of emotions, depending on the situation	RELATIONSHIPS UNIT CORE COMPREHENSIVE TOPICS Touch What I've Learnt OPTIONAL RESOURCES Touch Extension Being safe - Simply RSHE GROWING AND CHANGING UNIT CORE COMPREHENSIVE TOPICS What I Know Now Appropriate Touch (Relationships) OPTIONAL RESOURCES Appropriate Touch (Relationships) Extension Being safe - Simply RSHE TEACHER TAUGHT UNITS OUTSIDE OF PPA COVER – PURE YEAR GROUP CONTENT – Year 3 cover Relationship Unit. Year 4 cover Growing and Changing
Summer	FIRE SAFETY UNIT CORE COMPREHENSIVE TOPICS Enya & Deedee Visit the Fire St. What I've Learnt OPTIONAL RESOURCES Enya & Deedee Visit the Fire St. Extension Personal safety - Simply RSHE enable them to understand that disagreements don't have to lead to arguments.	Mindmate – Yr3 – Solving Problems and making it better. Dealing with difficult situations and working with people in my class. Focus – To explore what it is like to agree and disagree with those they are working with to	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS Leaning Out of Windows What I've Learnt OPTIONAL RESOURCES Leaning Out of Windows Extension Personal safety - Simply RSHE	Mindmate – Yr4 – Solving problems and making it better. Coping with difficult situations. Focus – To recognise the emotions they are feeling in order to be able to deal with them in a positive way.	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS What I Know Now Cycle Safety OPTIONAL RESOURCES Cycle Safety Extension Personal safety - Simply RSHE

PSHE – Lower Key Stage 2 - Cycle 2 – Years 3 & 4

Year 3/4 - PSHE/RSHE – CLASS PLAN CYCLE 2					
Autumn	A WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS Tolerance What I've Learnt OPTIONAL RESOURCES Tolerance Extension Respectful, kind relationships - Simply RSHE	Mindmate – Yr3 – Strong emotions – Introduction to strong emotions – anger. Focus – To recognise that experiencing strong emotions at times, such as anger, is normal. Children explore strategies for coping with these thinking about a strategy which might work for them in terms of calming down.	WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS What I Know Now Breaking Down Barriers OPTIONAL RESOURCES Breaking Down Barriers Extension Respectful, kind relationships - Simply RSHE	Mindmate – Yr4 – Strong Emotions (Resisting pressure). I understand how to stand up for myself without hurting others. Focus – To recognising that people can experience conflicting emotions at different times. Children explore techniques for resisting pressure to do something dangerous, unhealthy or which makes them feel uncomfortable and how and when to ask for help	OUR WORLD UNIT CORE COMPREHENSIVE TOPICS Looking After Our World What I've Learnt OPTIONAL RESOURCES Looking After Our World Extension NO Simply RSHE Links
Spring	THE WORKING WORLD UNIT CORE COMPREHENSIVE TOPICS What I Know Now Chores at Home OPTIONAL RESOURCES Chores at Home Extension General wellbeing - Simply RSHE	Mindmate – Yr3 – Friends and Family – Unkind behaviours. Focus – To understanding to recognise problems and to seek help, for themselves and others, when faced with situations that provoke upset and concern.	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS What I Know Now Online Bullying OPTIONAL RESOURCES Online Bullying Extension Wellbeing online - Simply RSHE	Mindmate Yr4 – Friends and Family (Skills to maintain and keep positive relationships) Focus – To recognise problems and to seek help, for themselves and others, when faced with situations that provoke upset and concern	RELATIONSHIPS UNIT CORE COMPREHENSIVE TOPICS Touch What I've Learnt OPTIONAL RESOURCES Touch Extension Being safe - Simply RSHE GROWING AND CHANGING UNIT CORE COMPREHENSIVE TOPICS What I Know Now Appropriate Touch (Relationships) OPTIONAL RESOURCES Appropriate Touch (Relationships) Extension Being safe - Simply RSHE
Summer	FIRST AID UNIT CORE COMPREHENSIVE TOPICS What I Know Now First Aid Year 4 OPTIONAL RESOURCES First Aid Year 4 Extension Basic first aid - Simply RSHE	Mindmate – Yr3 – Feeling good and being me – Goals and aspirations. Things that I am good at. Focus – To understand that one person's achievements can be very different to another's.	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS Stealing What I've Learnt OPTIONAL RESOURCES Stealing Extension NO Simply RSHE Links	Mindmate – Yr4 – Feeling good and being me. Feelings intensity – I can use a range of words to describe my feelings. Focus – To recognise problems and to seek help, for themselves and others, when faced with situations that provoke upset and concern	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS What I Know Now Coming Home on Time OPTIONAL RESOURCES Coming Home on Time Extension Respectful, kind relationships - Simply RSHE

TEACHER TAUGHT UNITS **OUTSIDE OF PPA COVER** – PURE YEAR GROUP CONTENT – Year 3 cover Relationship Unit. Year 4 cover Growing and Changing

PSHE – Upper Key Stage 2 - Cycle 1 – Years 5 & 6

Year 5/6 - PSHE/RSHE – CLASS PLAN CYCLE 1					
Autumn	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS Smoking Adults' & Children's Views OPTIONAL RESOURCES Smoking Extension Drugs, alcohol, tobacco and vaping - Simply RSHE	Mindmate – Yr5 – Being the same/being different. Stigma – I can describe stereotyping. Focus – To exploring the idea of stereotypes, including gender stereotypes. Children will recognise that stereotypes exist and explain what is meant by the word stereotype.	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS Alcohol What I've Learnt OPTIONAL RESOURCES Alcohol Extension Drugs, alcohol, tobacco, and vaping - Simply RSHE	Mindmate – Yr6 – Being the same/being different – body image, social media – I can talk and listen in different situations. Focus – To recognise how images and campaigns in the media and social media do not always reflect reality and how they can affect how people feel about themselves.	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS Anger Adults' & Children's Views OPTIONAL RESOURCES Anger Extension General wellbeing - Simply RSHE
Spring	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS Worry What I've Learnt OPTIONAL RESOURCES Worry Extension General wellbeing - Simply RSHE	Mindmate – Yr5 – Solving Problems – Making it better: talking it through and restorative justice. Focus – To discuss what makes a good friend and understand how friends can support each other during good and bad times.	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS Image Sharing Adults' & Children's Views OPTIONAL RESOURCES Image Sharing Extension Online safety and awareness - Simply RSHE	Mindmate – Yr6 – Solving problems – making it better. Winning.....what does it take? Focus – To understand the difference between physical, mental and emotional health and learn that each one is important in order to live a happy and healthy life.	GROWING AND CHANGING UNIT CORE COMPREHENSIVE TOPICS Puberty Adults' & Children's Views OPTIONAL RESOURCES Puberty Extension Developing bodies - Simply RSHE
Summer	FIRST AID UNIT CORE COMPREHENSIVE TOPICS First Aid Year 5 OPTIONAL RESOURCES First Aid Year 5 Extension Basic first aid - Simply RSHE	Mindmate – Yr5 – Strong emotions and mental health – I know what my mental health is. Focus – To recognising and understanding what is meant by mental health, including some of the language used to describe mental health. Mental health is a positive thing we all aspire to, like physical health, and we can take care of our feelings like we can our bodies.	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS Peer Pressure Adults' & Children's Views OPTIONAL RESOURCES Peer Pressure Extension Being safe - Simply RSHE	Mindmate – Yr6 – Strong emotions and happiness Focus – To understanding a range of 'comfortable' feelings and exploring the vocabulary to communicate these feelings effectively.	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS Water Safety What I've Learnt OPTIONAL RESOURCES Water Safety Extension Personal safety - Simply RSHE

TEACHER TAUGHT UNITS OUTSIDE OF PPA COVER – PURE YEAR GROUP CONTENT – Year 5 cover Puberty. Year 6 cover conception.

PSHE – Upper Key Stage 2 - Cycle 2 – Years 5 & 6

Year 5/6 - PSHE/RSHE – CLASS PLAN CYCLE 2					
Autumn	WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS Inclusion & Acceptance Adults' & Children's Views OPTIONAL RESOURCES Inclusion & Acceptance Extension Families and people who care for me - Simply RSHE	Mindmate – Yr5 – Life changes, aspirations to manage change. Focus – To consider how people respond differently to changes and understanding that some people find change easier than others. To explore strategies for coping with and accepting change	WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS British Values What I've Learnt OPTIONAL RESOURCES British Values Extension NO Simply RSHE Links	Mindmate – Yr6 – Life changes, moving on because I can talk about changes that I can look forward to. Focus – Transition to secondary school.	THE WORKING WORLD UNIT CORE COMPREHENSIVE TOPICS Enterprise Adults' & Children's Views OPTIONAL RESOURCES Enterprise Extension NO Simply RSHE Links
	THE WORKING WORLD UNIT CORE COMPREHENSIVE TOPICS In-App Purchases What I've Learnt OPTIONAL RESOURCES In-App Purchases Extension Respectful, kind relationships - Simply RSHE	Mindmate – Yr5 – Friends and family. Unhealthy friendships and relationships – I can describe an unhealthy relationship. Focus - To recognise when a relationship is unhealthy, we are hopefully helping them to consider all the options that they have to change this or move away from the unhealthy relationship.	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS Making Friends Online What I've Learnt OPTIONAL RESOURCES Making Friends Online Extension Online safety and awareness - Simply RSHE	Mindmate – Yr6 – Friends and family – Celebrating friendships. I can talk about how I maintain a positive relationship. Focus – To recognise what constitutes a positive healthy relationship and develop the skills to form and maintain positive and healthy relationships.	GROWING AND CHANGING UNIT CORE COMPREHENSIVE TOPICS Puberty Adults' & Children's Views OPTIONAL RESOURCES Puberty Extension Developing bodies - Simply RSHE
Spring	THE WORKING WORLD UNIT CORE COMPREHENSIVE TOPICS In-App Purchases What I've Learnt OPTIONAL RESOURCES In-App Purchases Extension Respectful, kind relationships - Simply RSHE	Mindmate – Yr5 – Friends and family. Unhealthy friendships and relationships – I can describe an unhealthy relationship. Focus - To recognise when a relationship is unhealthy, we are hopefully helping them to consider all the options that they have to change this or move away from the unhealthy relationship.	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS Making Friends Online What I've Learnt OPTIONAL RESOURCES Making Friends Online Extension Online safety and awareness - Simply RSHE	Mindmate – Yr6 – Friends and family – Celebrating friendships. I can talk about how I maintain a positive relationship. Focus – To recognise what constitutes a positive healthy relationship and develop the skills to form and maintain positive and healthy relationships.	GROWING AND CHANGING UNIT CORE COMPREHENSIVE TOPICS Conception What I've Learnt OPTIONAL RESOURCES Conception Extension NO Simply RSHE Links
Summer	FIRST AID UNIT CORE COMPREHENSIVE TOPICS First Aid Year 6 (Part 1 & 2) What I've Learnt OPTIONAL RESOURCES First Aid Year 6 (Part 1 & 2) Extensions Basic first aid - Simply RSHE	Mindmate – Yr5 Feeling good and being me, self-belief – I can do. Focus – To identify positive and negative actions and discuss how these impact on others and themselves. To understand that in doing the right thing can make someone feel good about themselves and gain respect from others.	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS Looking Out for Others Adults' & Children's Views OPTIONAL RESOURCES Looking Out for Others Extension General wellbeing - Simply RSHE	Mindmate – Yr6 Self integrity – feeling good to be me. I can stay true to myself Focus –	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS Stealing What I've Learnt OPTIONAL RESOURCES Stealing Extension Respectful, kind relationships - Simply RSHE

TEACHER TAUGHT UNITS OUTSIDE OF PPA COVER – PURE YEAR GROUP CONTENT – Year 5 cover Puberty. Year 6 cover conception.

Knowledge Progression Grids

Year ½ - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 1

Autumn

YR 1 UNIT INTENT- children begin to develop an early understanding of how to stay healthy in everyday life. They explore their ideas about what helps keep their bodies and minds well, recognising healthy and less healthy choices at home, at school and in the community. Children learn simple habits that support good health, such as eating balanced foods, being active and keeping clean. They also learn how germs can spread and the importance of routines like washing hands.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share their existing ideas about what helps people stay healthy - begin to recognise choices that help keep their bodies healthy - identify healthy and less healthy choices in everyday situations - suggest simple habits that help keep themselves and others healthy	RSHE DfE Links - Families and people who care for me; General wellbeing; Physical health and fitness; Healthy eating; Health protection and prevention
Washing Hands	- understand why it is important to wash our hands - explain how germs spread and how they affect our health - demonstrate correct handwashing technique - begin to identify healthy and unhealthy choices	RSHE DfE Links - Health protection and prevention

YR2 UNIT INTENT- children deepen their understanding of how everyday choices help keep their bodies healthy. They explore the importance of food for growth and wellbeing, recognising that some foods support good health more than others. Pupils learn to identify a range of healthy foods and how these choices support a balanced lifestyle. They also develop their understanding of personal hygiene, particularly the importance of brushing teeth and following simple routines to care for their teeth.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Healthy Eating	- know that different foods help our bodies to stay healthy and grow strong - understand why some foods are healthier than others - be able to explain ways to keep healthy - recognise and begin to make healthy choices	RSHE DfE Links - General wellbeing; Healthy eating; Physical health and fitness
Brushing Teeth	- understand why it is important to brush our teeth - demonstrate how to brush our teeth properly - suggest ways to remember to brush teeth when we forget, are tired, or busy - recognise and begin to make healthy choices	RSHE DfE Links - General wellbeing; Health protection and prevention

YR1 UNIT INTENT - children begin to develop an early understanding of feelings in everyday situations. They share their ideas about different emotions and recognise how feelings can affect their bodies and behaviour. Children learn to name a range of feelings and understand the difference between pleasant and unpleasant ones. They explore simple ways to express their feelings through words and actions and learn basic strategies to help manage uncomfortable emotions.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share their existing ideas about different feelings and emotions they may experience - begin to recognise situations that may cause different feelings - identify a range of feelings in everyday situations - suggest simple ways they and others can express and manage their emotions	RSHE DfE Links - General wellbeing
Jealousy	- identify and name difficult feelings, such as jealousy, and describe some physical signs they may notice - know that these feelings are normal and begin to recognise helpful and unhelpful ways of showing them - learn and practice simple strategies to manage difficult feelings in positive ways - recognise that feelings can be shown through words, actions and body language	RSHE DfE Links - General wellbeing; Caring friendships; Respectful, kind relationships Wider PSHE Links - Careers education; Aspirations, learning and work

Spring

YR 2 UNIT INTENT - children deepen their understanding of feelings and emotions by learning how emotions such as anger and worry can affect their thoughts, behaviour and bodies. They learn to recognise and name these emotions and identify situations that may cause them. Pupils explore ways feelings can be communicated through words, actions and body language. Through discussion and activities, children practise simple strategies to manage uncomfortable emotions and express their feelings in positive ways.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Worry	- identify and name feelings of worry and describe some physical signs they may experience - understand that worry is a normal emotion and identify situations that may cause someone to feel worried - learn and practice strategies to manage feelings of worry in positive ways - explain that feelings of worry can be communicated through words, actions and body language	RSHE DfE Links - General wellbeing; Families and people who care for me; Caring friendships
Anger	- identify and name feelings of anger and describe some physical signs they may experience - understand that anger is a normal emotion and distinguish between helpful and unhelpful ways of expressing it - learn and practice strategies to manage feelings of anger in positive ways - explain that anger can be communicated through words, actions and body language	RSHE DfE Links - General wellbeing; Being safe; Respectful, kind relationships; Families and people who care for me

YR1 UNIT INTENT - children begin to develop an early understanding of technology and how it forms part of everyday life. They explore their ideas about devices such as computers and tablets and consider how technology can be used in helpful ways. Pupils learn that the same kindness and respect shown in real life should also apply when using technology. They also begin to understand who they can ask for help if something worries them.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share their ideas about using computers and the internet - begin to recognise when something online may not be safe - identify safe and unsafe choices when using technology - suggest ways to stay safe online and ask an adult for help	RSHE DfE Links - Online safety and awareness; Wellbeing online
Online Bullying	- understand how your online actions can affect others - identify the positives and negatives of using technology - know who and how to ask for help - recognise kind and unkind comments	RSHE DfE Links - Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; Caring friendships; General wellbeing

YR 2 UNIT INTENT - children deepen their understanding of technology and how it can be used safely and responsibly. They explore the positives and negatives of using technology and begin to recognise how what they do when using devices can affect others. Pupils learn simple rules that help keep themselves and others safe and consider why these rules are important. They also develop their understanding of who they can ask for help if some.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Image Sharing	- identify the positives and negatives of using technology - know who and how to ask for help - list rules for keeping and staying safe - understand how your online activity can affect others	RSHE DfE Links - Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; Caring friendships
Computer Safety	- recognise that we should not share personal information online - understand that we should be kind and respectful when using technology - identify when it is important to ask a trusted adult before downloading apps or sharing images - explain that people online may not always be who they say they are	RSHE DfE Links - Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; General wellbeing; Personal safety

Year ½ - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 1

Summer

FIRE SAFETY UNIT
ESSENTIAL KNOWLEDGE TOPICS What I Know Now Hoax Calling OPTIONAL RESOURCES Hoax Calling Extension Road, Rail and - Simply RSHE

YR1 UNIT INTENT - children begin to develop an early understanding of the people and services that help keep communities safe. They explore their ideas about emergencies and learn about the roles of emergency services, with a particular focus on the Fire Service. Pupils begin to recognise how their actions can affect others and understand why hoax calls are dangerous. Through discussion and activities, they learn simple ways to stay safe and share their knowledge of fire safety.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share their existing ideas about how people stay safe and who helps keep us safe in our community - begin to recognise situations that may be emergencies or unsafe - identify emergency services, such as the Fire Service, and understand how they help people - suggest simple actions that help keep themselves and others safe in everyday situations	
Hoax Calling	- understand the importance of being responsible and how our actions/ choices can affect others - know what a 'hoax call' is and why it can be risky - explain why our emergency services are an important part of our community - show my knowledge of fire safety to others	

This module supports schools in covering the following: RSHE DfE Links - Families and people who care for me; Being safe; Personal Safety; Basic first aid
Wider PSHE Links - Careers education: aspirations, learning and work

KEEPING/STAYING SAFE UNIT
ESSENTIAL KNOWLEDGE TOPICS What I Know Now Road Safety OPTIONAL RESOURCES Road Safety Extension Personal Safety - Simply RSHE

YR 1 UNIT INTENT - children build an early understanding of how to stay safe in everyday situations. They explore their existing ideas about safety across familiar environments such as home, school and the wider community, beginning to recognise situations that may involve risk and identify safe and unsafe choices. Children learn simple strategies that help keep themselves and others safe and understand how to ask a trusted adult for help. They also develop their understanding of road, passenger and pedestrian safety, including recognising safe places to cross and why these rules are important.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share their existing ideas about how to stay safe in different environments - begin to recognise situations that may involve risk - identify safe and unsafe choices in everyday scenarios - suggest simple strategies that can help keep themselves and others safe	RSHE DfE Links - Families and people who care for me; Being safe; Personal safety; Health protection and prevention
Road Safety	- understand why it is important to stay safe when crossing the road - recognise a range of safe places to cross the road - understand the differences between safe and risky choices - know different ways to help us stay safe	RSHE DfE Links - Families and people who care for me; Being safe; Personal safety

KEEPING/STAYING SAFE UNIT
ESSENTIAL KNOWLEDGE TOPICS Tying Shoelaces Staying Safe OPTIONAL RESOURCES Tying Shoelaces Extension Staying Safe Extension Personal safety - Simply RSHE Being safe - Simply RSHE

YR 2 UNIT INTENT, children deepen their understanding of personal safety and responsibility. Using everyday examples such as learning to tie shoelaces, they begin to recognise how simple actions can help prevent accidents and develop a broader awareness of risk. Pupils learn to identify situations that may be risky, understand the difference between safe and unsafe choices, and explore rules that help keep themselves and others safe. They also consider ways to stay safe in the community and identify trusted adults who can help when needed.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Tying Shoelaces	- know the reasons to make sure your laces are tied - learn how to tie up laces properly - know rules to keep yourself and others safe - understand the differences between safe and risky choices	RSHE DfE Links - Families and people who care for me; Personal safety
Staying Safe	- know ways to keep yourself and others safe - recognise risky situations - identify trusted adults around you - understand the differences between safe and risky choices	RSHE DfE Links - Families and people who care for me; Being safe; Personal safety

Year ½ - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 2

Autumn

YR 1 UNIT INTENT - children begin to develop an early understanding of positive relationships in everyday life. They explore their ideas about how people show care, kindness and respect at home and at school. Children begin to recognise behaviours that help build positive relationships and those that may upset others. They learn simple ways to treat others kindly and begin to understand how trusted adults can help when they need support with friendships or feelings.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share their existing ideas about how people can treat others kindly and respectfully - begin to recognise behaviours that help build positive relationships - identify kind and unkind behaviours in everyday situations - suggest simple ways they can show kindness and respect to others	RSHE DfE Links - Families and people who care for me; Caring friendships; Respectful, kind relationships
Friendship	- explain how to be a good friend - recognise kind and thoughtful behaviours - understand the importance of caring about other people's feelings - be able to see a situation from another person's point of view	RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe

YR 2 UNIT INTENT - children deepen their understanding of positive relationships by exploring emotions and how they influence the way people treat one another. They learn to recognise and name a range of feelings and understand that emotions can be expressed through words and actions. Pupils develop empathy by considering situations from another person's point of view and why it is important to care about others' feelings. They also begin to recognise bullying behaviours and explore ways to respond and seek help.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Bullying	- name a range of feelings - understand why we should care about other people's feelings - be able to see and understand bullying behaviours - know how to cope with these bullying behaviours	RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe; General wellbeing
Body Language	- recognise and name a range of feelings - understand that feelings can be shown without words - be able to see a situation from another person's point of view - explain why it is important to care about other people's feelings	RSHE DfE Links - General wellbeing; Caring friendships; Respectful, kind relationships

YR 1 UNIT INTENT - children begin to develop an early understanding of the world around them and how living things grow and are cared for. They explore their ideas about what lives and grows in our world and begin to understand the needs of a baby. Pupils recognise what they can do for themselves as they grow and develop greater independence. They also explore family life and understand how families care for one another.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share their existing ideas about what lives and grows in our world - begin to recognise that people, animals and plants need care to grow and stay healthy - identify who helped to look after them when they were babies - suggest simple ways they are learning to look after themselves as they grow	RSHE DfE Links - Developing bodies (early introduction to human life cycle); Families and people who care for me
Growing in Our World	- understand the needs of a baby - explain what you can do for yourself now you are older - describe the common features of family life - recognise the ways in which your family is special and unique	RSHE DfE Links - Families and people who care for me; General wellbeing; Health protection and prevention; Respectful, kind relationships; Wider PSHE Links - Careers education: aspirations, learning and work

Spring

YR2 UNIT INTENT - children deepen their understanding of how they can care for the world around them. They explore why it is important to look after living things and consider ways they can help care for plants, animals and their environment at home and in their community. Pupils learn about keeping places clean and encouraging others to do the same. They also begin to develop an early understanding of money and the jobs people do in their community.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Living in Our World	- understand why we should look after living things - identify how we can look after living things both inside and outside of the home - recognise why it is important to keep our communities and countryside clean - encourage others to help keep their communities and countryside clean	RSHE DfE Links - Families and people who care for me; General wellbeing; Wider PSHE Links - Careers education: aspirations, learning and work
Working in Our World	- understand different ways we can receive money - know how to keep money safe - describe the skills you may need in a future job or career - recognise the differences between wants and needs	RSHE DfE Links - General wellbeing; Wider PSHE Links - Economic wellbeing; Careers education: aspirations, learning and work

YR 1 UNIT INTENT - children begin to develop an early understanding of fairness, choice and respect for others. They explore their existing ideas about how groups make decisions together and learn that everyone's voice can be heard. Pupils begin to understand what democracy means in simple terms, recognising times when people vote or choose things together. They also learn that people may think differently and begin to explore ways to make fair choices when they do not agree.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share their existing ideas about rules, fairness and how we treat others kindly - begin to recognise why rules help keep classrooms and communities fair and safe - identify ways they can show kindness, respect and fairness to others - suggest simple ways they can make positive choices and help everyone feel included	RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe; Wider PSHE Links - Careers education: aspirations, learning and work
Democracy	- understand what a democracy is - spot times when people vote or choose things together - know that people can think differently - talk about ways to make fair choices when we do not agree	RSHE DfE Links - Respectful, kind relationships; Wider PSHE Links - Economic wellbeing

YR 2 UNIT INTENT - children deepen their understanding of fairness, choice and responsibility. They explore how people can make their own choices and begin to recognise that these choices may be different from those around them. Pupils consider their own strengths, interests and goals while learning to respect the choices of others. They also explore the importance of rules in helping people stay safe and treat each other fairly, recognising how rules support communities at home, at school and in everyday life.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Individual Liberty	- understand that people can make their own choices and that these choices may be different from others - explain why it is important that everyone can make safe choices - recognise ways to respect the choices of others while making responsible choices themselves - identify their own strengths, interests and goals, understanding that these may be different from those around them	RSHE DfE Links - Caring friendships; Respectful, kind relationships; General wellbeing; Wider PSHE Links - Careers education: aspirations, learning and work
Rule of Law	- explain how rules help groups work and learn together at home, at school and in the community - understand why rules are important in helping people stay safe and treat others fairly - identify examples of rules that people follow in everyday life - recognise that rules apply to everyone and help people make fair and responsible choices	RSHE DfE Links - Respectful, kind relationships; Personal safety; Caring friendships

Year ½ - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 2

Summer

YR1 UNIT INTENT - children begin to develop an early understanding of what it means to be responsible in everyday situations. They explore what they can do for themselves and how they can help others at home and at school. Children begin to recognise the things they are responsible for and learn simple ways to prevent accidents, such as dealing with spillages safely. They also learn the difference between responsible and irresponsible behaviour.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share their existing ideas about what they can do for themselves and what they are responsible for - begin to recognise responsibilities they have at home and at school - identify ways their responsibilities may change as they grow and become more independent - suggest who can help and support them when they need guidance or assistance	RSHE DfE Links - General wellbeing; Families and people who care for me
Water Spillage	- explain how you can help people around you - understand the types of things you are responsible for - know how and understand the importance of preventing accidents - recognise the differences between being responsible and being irresponsible	RSHE DfE Links - Personal safety; Respectful, kind relationships; Families and people who care for me; Basic first aid; Caring friendships

YR 2 UNIT INTENT - children deepen their understanding of what it means to be responsible for their actions and attitudes. They explore how effort and perseverance can help them improve in activities and learn the importance of trying their best and setting simple goals. Pupils consider how responsible behaviour affects others, recognising kind and thoughtful actions. They also develop their understanding of responsible and irresponsible choices and how to stay safe in their community.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Practice Makes Perfect	- name ways you can improve in an activity or sport - understand the importance of trying hard and not giving up - recognise the benefits of practising an activity or sport - learn how to set goals and work to reach them	RSHE DfE Links - Caring friendships; General wellbeing; Respectful, kind relationships Wider PSHE Links - Career's education; aspirations, learning and work
Helping Someone in Need	- know how you can help other people - recognise kind and thoughtful behaviours and actions - understand the risks of talking to people you don't know very well in the community - identify the differences between being responsible and being irresponsible	RSHE DfE Links - Respectful, kind relationships; Caring friendships; Being safe; Personal safety

YR 2 UNIT INTENT - children deepen their understanding of fire safety and personal responsibility. They explore how certain actions can be potentially dangerous and recognise the difference between safe and risky choices in everyday situations. Pupils practise simple ways to stay safe and identify how they can find help if needed. They also consider how their actions affect others and develop a growing awareness of the importance of behaving responsibly to help keep themselves and those around them safe.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Petty Arson	- understand the importance of being responsible and how our actions/choices can affect others - practise simple ways of staying safe and finding help - know that even small fires can be very dangerous - identify the differences between safe and risky choices	This module supports schools in covering the following: RSHE DfE Links - Families and people who care for me; Being safe; Personal Safety; Basic first aid Wider PSHE Links - Career's education; aspirations, learning and work
Enya and Deeda Visit the Fire Station	- explain the importance of being responsible and how our actions/choices can affect others - show my knowledge of fire safety to others - understand the importance of being responsible and how our actions/choices can affect others - practise simple ways of staying safe and finding help	

Year 3/4 - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 1

Autumn

YR 3 UNIT INTENT - children broaden their understanding of how to stay healthy by learning about medicines and how they help when used safely. They explore simple safety rules, including when it is safe to take medicine and who they should accept it from. Pupils continue developing their understanding of healthy and less healthy choices and recognise habits that support wellbeing. Through discussion and activities, they consolidate their knowledge of routines that help keep their bodies healthy.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Medicine	- understand and explain simple safety rules about medicine - explain when it is safe to take medicine and why - know who it is safe to accept medicine from and why - recognise and make important healthy choices	RSHE DfE Links - Caring friendships; Being safe; Personal safety; Drugs, alcohol, tobacco, and vaping (legal, harmful substances)
What I've Learnt	- confidently explain ways to help keep their bodies healthy - recognise and make healthy choices in everyday situations - apply simple routines that support good health, such as washing hands and brushing teeth - clearly explain the difference between healthy and less healthy choices	RSHE DfE Links - General wellbeing; Health protection and prevention; Physical health and fitness

YR 4 UNIT INTENT - children revisit and reflect on their understanding of how to keep their bodies healthy before exploring more complex aspects of health and wellbeing. They develop their knowledge of balanced diets, learning how different foods contribute to a healthy lifestyle and how too much sugar, salt and saturated fat can affect their bodies now and in the future. Pupils also begin to interpret nutritional information on food packaging and consider how everyday choices support long-term health and wellbeing.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share and reflect on their understanding of how to keep their bodies healthy as they begin to explore more complex health topics - recognise choices and behaviours that can affect their health and wellbeing - identify people and support who can help them stay healthy and make positive choices - suggest and explain healthy habits that support physical and personal wellbeing in everyday life	RSHE DfE Links - General wellbeing; Health protection and prevention; Physical health and fitness; Healthy eating
Healthy Living	- explain what is meant by a balanced diet and plan a balanced meal - recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older - understand nutritional information on packaged food and explain what it means - describe different ways to maintain a healthy lifestyle	RSHE DfE Links - Healthy eating; Physical health and fitness; Health protection and prevention

YR3 UNIT INTENT - children broaden their understanding of feelings and emotions by learning about grief and loss in an age-appropriate way. They explore how experiences of loss can affect how people feel, think and behave, and recognise the emotional and physical responses that may occur. Pupils build on their understanding of pleasant and unpleasant emotions and consider situations that may cause different feelings. Through discussion and activities, they practise strategies to manage and express emotions in positive ways.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Grief	- identify and name feelings linked to loss and grief and describe some physical signs of sadness or upset - understand that grief is a natural response to loss and identify situations that may cause these feelings - learn and practise strategies to cope with feelings related to loss and grief in healthy ways - explain that feelings of loss and grief can be communicated through words, actions and body language	RSHE DfE Links - General wellbeing; Respectful, kind relationships; Families and people who care for me
What I've Learnt	- confidently recognise and describe a range of emotions and how they may affect thoughts, behaviour and physical feelings - recognise and respond appropriately to situations that may cause different emotions for themselves or others - apply strategies to help manage and express their feelings in positive ways at home and at school - clearly explain the difference between pleasant and unpleasant emotions and how they can be managed	RSHE DfE Links - General wellbeing; Physical health and fitness

Spring

YR 4 UNIT INTENT - children re-establish what they already know about feelings and emotions before building on this through more complex learning. They revisit how different situations can cause a range of emotions and identify strategies to help manage and express their feelings in positive ways. Pupils explore more challenging emotions and recognise the physical and emotional responses these feelings may bring. Through discussion and activities, they consider how their responses can affect themselves and others

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share and reflect on their understanding of feelings and emotions as they begin to explore more complex emotional experiences - recognise situations that may cause different emotions for themselves or others - identify people and support who can help them manage difficult or uncomfortable emotions - suggest and explain strategies that can help them express and manage their feelings in positive ways	RSHE DfE Links - General wellbeing; Physical health and fitness; Health protection and prevention
Jealousy	- identify and name difficult emotions, such as jealousy, and describe some physical signs they may experience - understand that difficult emotions are a normal part of life and distinguish between helpful and unhelpful ways of expressing them - learn and practise strategies to manage challenging emotions in positive ways - explain that emotions can be communicated through words, actions and body language	RSHE DfE Links - General wellbeing; Caring friendships; Respectful, kind relationships Wider PSHE Links - Careers education; Aspirations, learning and work

YR 3 UNIT INTENT - children broaden their understanding of how to stay safe when using technology by exploring potential risks that can arise when communicating online. They learn to recognise possible dangers, including the risks of talking to strangers in online spaces, and consider the consequences of unsafe choices. Pupils also explore the positives and negatives of using technology and develop their understanding of safe and risky behaviour online before progressing to more complex online safety topics.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Making Friends Online	- identify possible dangers and consequences of talking to strangers online - know how to keep safe in online chatrooms - name the positives and negatives of using technology - understand the difference between safe and risky choices online	RSHE DfE Links - Online safety and awareness; Wellbeing online; Personal safety; Being safe; Caring friendships
What I've Learnt	- confidently demonstrate how to use technology safely and responsibly in different environments - recognise and respond appropriately to situations that may make themselves or others feel unsafe when using technology - apply strategies to stay safe when using devices at home and at school - clearly explain the difference between safe and unsafe choices when using technology	RSHE DfE Links - Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; Caring friendships

YR 3 UNIT INTENT - children broaden their understanding of positive relationships by exploring respect, personal boundaries and how their actions affect others. They learn the importance of caring about other people's feelings and how empathy supports healthy relationships. Pupils develop their understanding of appropriate and inappropriate touch, personal boundaries and body autonomy. They also learn the correct names for body parts and understand who they can ask for help if they feel worried or uncomfortable

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Touch	- recognise the difference between appropriate and inappropriate touch - understand that everyone has the right to feel safe and secure - recognise personal boundaries - understand the importance of respecting others' boundaries - identify people and support who can help them manage relationship difficulties in positive ways	RSHE DfE Links - Developing bodies; Caring friendships; Respectful, kind relationships; Families and people who care for me
What I've Learnt	- confidently demonstrate how to use technology safely and responsibly in different environments - recognise and respond appropriately to situations that may make themselves or others feel unsafe when using technology - apply strategies to stay safe when using devices at home and at school - clearly explain the difference between safe and unsafe choices when using technology	RSHE DfE Links - Respectful, kind relationships; Wellbeing online; Personal safety; Being safe; Caring friendships

YR 4 UNIT INTENT - children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow. Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share and reflect on their understanding of positive relationships as they begin to explore more complex relationship topics - recognise behaviours and situations that may affect relationships or cause others to feel upset - identify trusted people and support who can help them manage relationship difficulties in positive ways - suggest and explain ways to show respect, kindness and consideration in everyday relationships	RSHE DfE Links - Developing bodies; Respectful, kind relationships; Being safe; Families and people who care for me
Appropriate Touch	- recognise the different types of relationships we can have and how they may change as we grow - explain how our bodies support us and how we can support others - identify how relationships can be healthy or unhealthy - suggest how to ask for help and identify who can help us if a relationship makes us feel uncomfortable	RSHE DfE Links - Families and people who care for me; Caring friendships; Respectful, kind relationships; General wellbeing; Being safe

Year 3/4 - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 1

Summer

– Children deepen their understanding of fire safety and personal responsibility. They explore how certain actions can be potentially dangerous and recognise the difference between safe and risky choices in everyday situations. Pupils practise simple ways to stay safe and identify how they can find help if needed. They also consider how their actions affect others and develop a growing awareness of the importance of behaving responsibly to help keep themselves and those around them safe.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Enya and Deedee Visit the Fire station	- explain the importance of being responsible and how our actions/ choice can affect others - show my knowledge of fire safety to others - understand the importance of being responsible and how our actions/ choices can affect others - practise simple ways of staying safe and finding help	

YR 3 UNIT INTENT – children broaden their understanding of safety by exploring potential risks in familiar environments, particularly at home. They learn to recognise common warning signs, identify possible dangers, and understand the difference between safe and risky choices. Pupils develop their understanding of the importance of listening to trusted adults and following guidance that helps keep themselves and others safe. Through revisiting earlier learning, quizzes and activities, children consolidate their knowledge, strengthening their understanding before progressing to more complex safety topics.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Learning Out of Windows	- recognise a range of warning signs - spot the dangers we may find at home - know the importance of listening to our trusted adults - understand ways we can keep ourselves and others safe at home - know the differences between safe and risky choices	RSHE DfE Links - Families and people who care for me; Personal safety; Basic first aid
What I've Learnt	- confidently demonstrate how to keep themselves and others safe in different environments - recognise and respond appropriately to situations that may place themselves or others at risk - apply strategies to stay safe at home, at school and in the community - clearly explain the difference between safe and risky choices	RSHE DfE Links - Families and people who care for me; Personal safety; Being safe

YR 4 UNIT INTENT – children re-establish what they already know about keeping safe before building on this through more complex learning. They revisit how to recognise risks and identify strategies that help keep themselves and others safe in a wider range of situations. Pupils explore the possible consequences of accidents or incidents and consider how their actions affect others. They also learn about cycle safety and the importance of listening to trusted adults.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share and reflect on their understanding of how to stay safe as they begin to explore more complex safety topics - recognise situations that may place themselves or others at risk - identify trusted people and support that can help them stay safe - suggest and explain safe actions in a range of everyday situations	RSHE DfE Links - Families and people who care for me; Being safe; Personal safety
Cycle Safety	- identify strategies we can use to keep ourselves and others safe - recognise the impact and possible consequences of an accident or incident - identify what is a risky choice - create a set of rules for and identify ways of keeping safe	RSHE DfE Links - Families and people who care for me; Personal safety

Year 3/4 - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 2

Autumn



YR4 UNIT INTENT - children broaden their understanding of tolerance and respect by exploring how people may have different beliefs, opinions and ways of living. They learn why it is important to respect these differences and recognise how kindness and respectful behaviour help create fair and inclusive communities. Pupils consider how their actions can support

others and practise responding positively where fairness and respect are important. Through quizzes and activities, children consolidate their understanding before progressing to more complex ideas about equality and inclusion.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Tolerance	- understand that people may have different beliefs, opinions and ways of living - explain why it is important to respect and tolerate differences between people - identify ways to show kindness and respect towards people whose views or backgrounds may be different from their own - recognise how respectful behaviour helps create a fair and inclusive community	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links - Careers education; aspirations, learning and work
What I've Learnt	- confidently demonstrate respectful behaviour towards people with different beliefs, opinions or backgrounds - recognise and respond appropriately when fairness, respect and tolerance are important - apply strategies that help create inclusive environments at home, at school and in the community - clearly explain why respect, tolerance and fairness help people live and work together positively	RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe Wider PSHE Links - Careers education; aspirations, learning and work



YR4 UNIT INTENT - children re-establish what they already know about respect, fairness and belonging before building on this through more complex learning. They revisit how communities include people with different strengths, goals and experiences. Pupils explore the importance of recognising positive qualities in others and

understanding that being different is okay. They also consider barriers that may prevent people from being treated equally and explore ways their actions can promote fairness and inclusion.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share and reflect on their understanding of how communities work together as they begin to explore ideas about judgement and fairness - recognise situations where unfair judgement or discrimination may affect individuals or groups - identify people and groups that help support fairness and respect within communities - suggest and explain ways they can show respect for themselves and others and help create inclusive communities	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links - Careers education; aspirations, learning and work
Breaking Down Barriers	- recognise positive attributes in others - explain why being different is okay - explore your own strengths and goals, and understand that these may be different from those around you - identify some of the ways we can overcome barriers and promote equality	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links - Careers education; aspirations, learning and work



YR 3 UNIT INTENT - children broaden their understanding of the world around them by exploring how people grow, live and work within their environment. They learn about the importance of caring for the planet and begin to understand how their choices can help protect it. Pupils explore ideas such as reducing, reusing and recycling, and

consider ways to save water and electricity. Through discussion and activities, they recognise how small actions can help care for the world and reduce their impact on the environment.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Looking After Our World	- explain the meaning of reduce, reuse, and recycle - recognise how we can help look after our planet - identify how to reduce the amount of water and electricity we use - understand how we can reduce our carbon footprint	RSHE DfE Links - This topic does not link to the DfE statutory elements
What I've Learnt	- confidently demonstrate ways to care for living things and the world around them in different environments - recognise and respond appropriately to situations where people, animals or the environment may need care or protection - apply strategies to help look after their surroundings at home, at school and in their community - clearly explain how people grow, live and work in the world, and why it is important to care for living things and the environment	RSHE DfE Links - Developing bodies (early introduction to human life cycle)

Spring



YR4 UNIT INTENT - children re-establish what they already know about how people contribute to family and community life before building on this through more complex learning. They explore the ways their actions can positively support those who care for them and consider how they can contribute at home, at school and in their community. Pupils begin to develop an awareness of the skills people use in different roles and start to recognise how these skills may help them in future job.

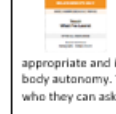
Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share and reflect on their understanding of how people support their families, communities and wider society - recognise responsibilities they may have at home and how helping with everyday tasks contributes to family life - identify skills and qualities that may be useful in different jobs and roles people do - suggest and explain simple ways money is used, earned and saved in everyday life	RSHE DfE Links - Families and people who care for me; General wellbeing; Respectful, kind relationships Wider PSHE Links - Economic wellbeing;
Chores at Home	- recognise ways in which we can help those who look after us - explain the positive impact of our actions - describe the ways in which we can contribute to our home, school, and community - identify the skills we may need in our future job roles	RSHE DfE Links - Families and people who care for me; General wellbeing; Respectful, kind relationships Wider PSHE Links - Careers education; aspirations, learning and work



YR4 UNIT INTENT - children re-establish what they already know about staying safe when using technology before building on this through more complex learning. They revisit how to recognise situations that may place themselves or others at risk online and identify strategies that support safe and respectful behaviour. Pupils explore

positive values in online relationships and consider the feelings that may arise from online bullying. They also learn coping strategies and who they can ask for help.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share and reflect on their understanding of how to stay safe when using technology as they begin to explore more complex online safety topics - recognise situations that may place themselves or others at risk when using technology or communicating online - identify trusted people and support who can help them if something online or on a device worries them - suggest and explain safe actions that help them use technology responsibly in everyday situations	RSHE DfE Links - Online safety and awareness; Wellbeing online; Respectful, kind relationships; General wellbeing
Online Bullying	- recognise the key values that are important in positive online relationships - explain the feelings and emotions that may arise from online bullying - develop coping strategies to use if we or someone we know is being bullied online - identify how and who to ask for help	RSHE DfE Links - Online safety and awareness; Wellbeing online; Respectful, kind relationships; General wellbeing; Caring friendships; Being safe;



YR 3 UNIT INTENT - children broaden their understanding of positive relationships by exploring respect, personal boundaries and how their actions affect others. They learn the importance of caring about other people's feelings and how empathy supports healthy relationships. Pupils develop their understanding of appropriate and inappropriate touch, personal boundaries and body autonomy. They also learn the correct names for body parts and understand who they can ask for help if they feel worried or uncomfortable

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Touch	- understand the difference between appropriate and inappropriate touch - recognise and respond appropriately to situations where people, animals or the environment may need care or protection - apply strategies to help look after their surroundings at home, at school and in their community - clearly explain how people grow, live and work in the world, and why it is important to care for living things and the environment	RSHE DfE Links - Developing bodies (early introduction to human life cycle)
What I've Learnt	- confidently demonstrate ways to care for living things and the world around them in different environments - recognise and respond appropriately to situations where people, animals or the environment may need care or protection - apply strategies to help look after their surroundings at home, at school and in their community - clearly explain how people grow, live and work in the world, and why it is important to care for living things and the environment	RSHE DfE Links - Developing bodies (early introduction to human life cycle)

YR 4 UNIT INTENT - children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow. Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share and reflect on their understanding of positive relationships as they begin to explore more complex relationship topics - recognise behaviours and situations that may affect themselves or others when in relationships - identify trusted people and support who can help them if something in a relationship worries them - suggest and explain ways to show respect, kindness and consideration in everyday relationships	RSHE DfE Links - Developing bodies; Respectful, kind relationships; Being safe; Families and people who care for me
Appropriate Touch	- recognise the different types of relationships we can have and describe how these can change as we grow - explain how our families support us and how we can support our families - identify how relationships can be healthy or unhealthy - explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable	RSHE DfE Links - Families and people who care for me; Caring friendships; Respectful, kind relationships; General wellbeing; Being safe;

Year 3/4 - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 2

Summer

YR 4 UNIT INTENT - children re-establish what they already know about the people and services who help keep us safe before building on this through learning about first aid. They revisit how to recognise situations where someone may need help and begin to identify signs that a person may be struggling to breathe, such as during an asthma attack, choking or an allergic reaction. Pupils explore how to seek emergency help and learn simple first aid actions until support arrives.



Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share and reflect on their understanding of how people can help in medical emergencies as they begin to explore first aid topics - recognise situations where someone may need help due to illness, injury or breathing difficulties - identify trusted adults and emergency services who can provide help and support in an emergency - suggest and explain simple actions that can help keep someone safe until help arrives	This module supports schools in covering the following: RSHE DfE Links - Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety
First Aid Year 4	- identify and name situations that may require first aid - list reasons why someone may struggle to breathe - recognise the signs of an asthma attack or choking - identify the signs of an allergic reaction and anaphylactic shock - understand the correct steps for seeking immediate emergency help - provide first aid treatment to someone who is struggling to breathe	Wider PSHE Links - Careers education; aspirations, learning and work

YR 3 UNIT INTENT - children broaden their understanding of responsibility by exploring why stealing is wrong and how it differs from borrowing. They learn how actions such as taking something that does not belong to them can affect others and begin to understand how people may feel if their belongings are not returned. Pupils develop their understanding of responsible and irresponsible behaviour and consider how their choices affect others before progressing to more complex learning about responsibility.



Topic	Knowledge Gained & Skills Progression	Curriculum Links
Stealing	- understand the differences between borrowing and stealing - describe how you might feel if something of yours is borrowed and not returned - know why it is wrong to steal - explain the differences between being responsible and irresponsible	RSHE DfE Links - Respectful, kind relationships; Being safe; Caring friendships;
What I've Learnt	- confidently demonstrate responsible behaviours that impact themselves and others in different environments - recognise and respond appropriately to situations where responsible choices are needed - apply strategies to show responsibility at home, at school and in the wider community - clearly explain the difference between responsible and irresponsible choices	RSHE DfE Links - Respectful, kind relationships; Caring friendships;

YR 4 UNIT INTENT - children re-establish what they already know about being responsible before building on this through more complex learning. They revisit how responsible choices can affect themselves and others and recognise the importance of behaving responsibly in different situations. Pupils explore why rules are important at home and in the wider community and consider when being organised and on time matters. Through discussion and activities, they develop their understanding of sensible and responsible behaviour



Topic	Knowledge Gained & Skills Progression	Curriculum Links
What I Know Now	- share and reflect on their understanding of what it means to be responsible as they begin to explore more complex aspects of responsibility - recognise situations where responsible choices and actions are needed and consider the positive impact these actions can have - identify people and support who can help guide them in making responsible decisions - suggest and explain ways they can act responsibly in a range of everyday situations and how these actions can benefit others	RSHE DfE Links - Respectful, kind relationships;
Coming Home on Time	- recognise the importance of behaving in a responsible manner in a range of situations - describe a range of situations where being on time is important - explain the importance of having rules in the home - describe ways that behaviour can be seen to be sensible and responsible	RSHE DfE Links - Respectful, kind relationships; Families and people who care for me

Year 5/6 - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 1

Autumn

YEAR 5 UNIT INTENT - children further develop their understanding of how choices and influences affect health and wellbeing by exploring the risks associated with smoking and vaping. They learn about the physical, social and legal consequences and the addictive substances involved, and consider why some people may start or continue to smoke. Pupils also revisit a range of health topics, reflecting on the views of adults and children beyond the school setting to support healthy decision making.



Topic	Knowledge Gained & Skills Progression	Curriculum Links
Smoking	- explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigarettes, etc. - describe how smoking can affect your immediate and future health and wellbeing - give reasons why someone might start and continue to smoke - identify and use skills and strategies to resist any pressure to smoke	RSHE DfE Links - Drugs, alcohol, tobacco, and vaping; Caring friendships; Personal safety
Adults' & Children's Views	- listen to and observe a range of views from adults and children about ways to stay healthy and maintain wellbeing - identify key ideas and healthy habits shared by others that support physical and personal health - reflect on and build their understanding of healthy choices using information gathered from discussions and observations - share their ideas and learning with peers, contributing thoughtfully to discussions about maintaining a healthy lifestyle	RSHE DfE Links - General wellbeing; Healthy eating; Wellbeing online; Health protection and prevention; Personal safety; Drugs, alcohol, tobacco, and vaping

YEAR 6 UNIT INTENT - children consolidate and extend their understanding of how to maintain a healthy lifestyle by exploring the risks associated with alcohol and how it can affect immediate and future health. They learn to recognise risky choices and evaluate how situations and influences may affect decision making. As they prepare for greater independence, pupils develop strategies to make responsible, healthy choices and reflect on how their actions can support their own wellbeing and that of others.



Topic	Knowledge Gained & Skills Progression	Curriculum Links
Alcohol	- identify what is a risky choice - explain the risks associated with alcohol - describe how alcohol can affect your immediate and future health development and recognise skills and strategies to keep safe To review drug extension skills progression see topic/notes.	RSHE DfE Links - Drugs, alcohol, tobacco, and vaping; Being safe; Personal safety
What I've Learnt	- confidently apply and justify healthy choices to support their own health and wellbeing - evaluate situations and influences that may affect their health and respond responsibly - clearly explain and justify the difference between healthy and unhealthy choices - take increasing responsibility for maintaining healthy habits and supporting the wellbeing of themselves and others	RSHE DfE Links - General wellbeing; Personal safety; Health protection and prevention; Being safe; Healthy eating

YEAR 5 UNIT INTENT - children further develop their understanding of feelings and emotions by exploring how anger can be triggered and how it may affect thoughts, behaviour and physical reactions. They consider how anger can influence actions and relationships and learn to evaluate helpful and unhelpful responses. Pupils practise strategies that support positive ways of managing strong emotions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.



Topic	Knowledge Gained & Skills Progression	Curriculum Links
Anger	- recognise triggers that may lead to feelings of anger and describe how anger can affect thoughts, behaviour and physical reactions - explain how anger can influence actions and relationships and evaluate helpful and unhelpful ways of responding - apply a range of strategies to manage feelings of anger in positive and responsible ways - reflect on how anger can be communicated and managed through words, actions and self-control	RSHE DfE Links - General wellbeing; Respectful, kind relationships; Caring friendships; Being safe
Adults' & Children's Views	- listen to and observe a range of views from adults and children about managing feelings and emotions in different situations - identify key ideas and strategies shared by others that help people understand and manage their emotions - reflect on and build their own understanding of emotions using information gathered from discussions and observations - share their ideas and learning with peers, contributing thoughtfully to discussions about feelings and emotions	RSHE DfE Links - General wellbeing; Respectful, kind relationships; Families and people who care for me; Caring friendships; Being safe

Spring

YEAR 6 UNIT INTENT - children consolidate and extend their understanding of feelings and emotions as they prepare for new experiences and greater independence. They explore how emotions such as worry may arise during times of change, including the transition to secondary school, and how these feelings can affect thoughts and behaviour. Pupils develop strategies to manage emotions in positive ways. They also reflect on communicating worries, seeking support from trusted people and taking responsibility for their emotional wellbeing.



Topic	Knowledge Gained & Skills Progression	Curriculum Links
Worry	- recognise situations that may cause feelings of worry, including changes and new experiences such as moving to secondary school - explain how worry can affect thoughts, behaviour and physical responses and why it is a normal emotion during times of change - apply a range of strategies to manage feelings of worry in positive and responsible ways during challenging or unfamiliar situations - reflect on ways to communicate worries and seek support from trusted people when preparing for new experiences such as secondary school	RSHE DfE Links - General wellbeing; Families and people who care for me; Caring friendships; Respectful, kind relationships
What I've Learnt	- confidently apply and justify strategies that help them manage and express their emotions in positive and responsible ways - evaluate situations and respond appropriately when emotions may affect their behaviour or relationships - clearly explain and justify the difference between helpful and unhelpful ways of expressing emotions - take increasing responsibility for managing their feelings and supporting the emotional wellbeing of themselves and others	RSHE DfE Links - Developing bodies; Caring friendships; Respectful, kind relationships

YEAR 5 UNIT INTENT - children further develop their understanding of how to use technology safely and responsibly by exploring how choices, influences and peer pressure can affect decision making online. They learn why people may share images online and identify rules that help keep themselves and others safe. Pupils consider the possible consequences of sharing images and recognise situations where they may feel pressured. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.



Topic	Knowledge Gained & Skills Progression	Curriculum Links
Image Sharing	- list reasons for sharing images online - identify rules to follow when sharing images online - describe the positive and negative consequences of sharing images online - recognise possible influences and pressures to share images online	RSHE DfE Links - Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; General wellbeing
Adults' & Children's Views	- listen to and observe a range of views from adults and children about staying safe when using technology and the internet - identify key ideas and strategies shared by others that help people use technology safely and responsibly - reflect on and build their own understanding of online safety using information gathered from discussions and observations - share their ideas and learning with peers, contributing thoughtfully to discussions about safe and responsible use of technology	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships

YEAR 5 UNIT INTENT - children further develop their understanding of relationships by exploring the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others. They learn about the importance of respect, privacy and personal boundaries as they grow. Pupils also revisit a range of relationship topics, reflecting on the views of adults and children beyond the school setting through discussion and activities about respectful and healthy relationships.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Puberty	- explain what puberty means - describe the changes that boys and girls may go through during puberty - identify why our bodies go through puberty - develop coping strategies to help with the different stages of puberty - identify who and what can help us during puberty	RSHE DfE Links - Developing bodies; Families and people who care for me
Adults' & Children's Views	- listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed - identify key ideas and strategies shared by others that help people build and maintain healthy relationships - reflect on and build their own understanding of relationships using information gathered from discussions and observations - share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships	RSHE DfE Links - Caring friendships; Respectful, kind relationships; Families and people who care for me; General wellbeing

YEAR 6 UNIT INTENT - children consolidate and extend their understanding of respectful and healthy relationships as they prepare for greater independence. They explore how relationships may change as people grow and recognise behaviours that support positive interactions. Pupils evaluate situations that may affect relationships and develop strategies to respond responsibly and seek support when needed. Where schools choose to deliver sex education, pupils will also learn about human reproduction and how conception occurs.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Conception	- explain the terms 'conception' and 'reproduction' - describe the function of the female and male reproductive systems - identify how boys and girls can have a child - explore various different stages of pregnancy - understand the laws around consent	RSHE DfE Links - Developing bodies; Non-statutory Sex Education
What I've Learnt	- confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships - evaluate situations and respond responsibly when relationships or interactions may cause harm - clearly explain and justify the difference between healthy and unhealthy relationships - take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others	RSHE DfE Links - Developing bodies; Caring friendships; Respectful, kind relationships

Year 5/6 - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 1

Summer

YEAR 5 UNIT INTENT – children further develop their understanding of how to respond in emergency situations by learning a range of first aid skills. They explore how to carry out a primary survey and recognise when someone may need urgent help. Pupils learn when to call emergency services and practise techniques such as the recovery position and CPR. They also learn how to support someone with a head injury, seizure or severe bleed until help arrives.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
First Aid Year 5	- complete a primary survey for first aid - demonstrate the recovery position for an unresponsive breathing casualty - know when to deliver CPR - demonstrate how to do CPR - understand when to call for emergency help	This module supports schools in covering the following: RSHE DfE Links - Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety
First Aid Year 5 (Part 1)	- Identify a range of situations that may require first aid - explain how to support someone with a minor or serious head injury - recognise how to support someone who is having a seizure - understand how to support someone with a severe bleed - know when to call for medical help	Other PSHE Links - Careers education; aspirations, learning and work

YEAR 5 UNIT INTENT - children further develop their understanding of how to keep themselves and others safe by exploring how choices, influences and peer pressure can affect decision making. They identify strategies that support safe behaviour and consider how to respond confidently when they feel pressured by others. Pupils explore the possible consequences of risky actions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to deepen their understanding.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Peer Pressure	- identify strategies we can use to keep ourselves and others safe - understand ways to manage peer pressure - explain the potential outcomes that may happen when we take risks - recognise the impact and possible consequences of an accident or incident	RSHE DfE Links - Caring friendships; Being safe; Personal safety
Adults' & Children's Views	- listen to and observe a range of views from adults and children about how to stay safe and ask for help - identify key ideas and strategies shared by others that help people manage risks and stay safe - reflect on and build their own understanding of safety using information gathered from discussions and observations - share their ideas and learning with peers, contributing thoughtfully to discussions about staying safe	RSHE DfE Links - Families and people who care for me; Being safe; Personal safety

YEAR 6 UNIT INTENT - children consolidate and extend their understanding of how to keep themselves and others safe by recognising a wider range of risks and warning signs. They explore strategies that help prevent accidents and promote safe behaviour in different situations. Pupils consider the consequences of unsafe actions and develop the confidence to justify responsible choices. As they prepare for greater independence, they learn when to seek support and identify trusted people who can help maintain their safety and wellbeing.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Water Safety	- identify a range of danger signs - develop and name strategies that can help keep ourselves and others safe - recognise the impact and possible consequences of an accident or incident	RSHE DfE Links - Caring friendships; Being safe; Personal safety
What I've Learnt	- confidently apply and justify strategies that help keep themselves and others safe in different environments - evaluate situations and respond responsibly when they or others may be at risk - clearly explain and justify the difference between safe and risky choices - take increasing responsibility for making safe decisions at home, at school and in the community	RSHE DfE Links - Being safe; Personal safety; Caring friendships; Families and people who care for me

Year 5/6 - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 2

Autumn

YEAR 5 UNIT INTENT - children further develop their understanding of diversity, inclusion and acceptance by exploring how people can be different and unique. They learn about the elements that help create diverse communities and consider why respecting these differences is important. Pupils explore strategies that help overcome barriers and promote fairness and inclusion.

Through discussion and shared activities, they listen to and reflect on the views of adults and children beyond the school setting.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Inclusion and Acceptance	- Identify some of the ways in which we are different and unique - Explain some of the elements which help us to have a diverse community - Describe strategies to overcome barriers and promote diversity and inclusion - Recognise the importance of inclusion and acceptance and identify ways we can help others feel valued and respected	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links - Careers education; aspirations, learning and work
Adults' & Children's Views	- Listen to and observe a range of views from adults and children about respect, equality and inclusion in communities - Identify key ideas and actions shared by others that help challenge judgement and support fairness - Reflect on and build their own understanding of acceptance and inclusion using information gathered from discussions and observations - Share their ideas and learning with peers, contributing thoughtfully to discussions about respecting differences and supporting others	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships

YEAR 6 UNIT INTENT - children consolidate and extend their understanding of respect, equality and British values by exploring how people of different religions and beliefs can live together in a diverse society. They learn about the range of beliefs represented in the UK and develop a clearer understanding of each of the British values. Pupils consider how shared values support fairness and cohesion within communities and create their own set of values for their educational setting.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
British Values	- Understand that there are a wide range of religions and beliefs in the UK - Describe each of the British values - Create a range of values for your educational setting - Explain how all religions can live in cohesion	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships
What I've Learnt	- Confidently demonstrate and justify respectful behaviours that support fairness, equality and inclusion in different environments - Evaluate situations and respond responsibly when people's beliefs, values or backgrounds may be treated unfairly - Clearly explain and justify the importance of British values, including respect for different religions and beliefs - Take increasing responsibility for promoting respect, tolerance and cohesion within their school and wider community	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships Wider PSHE Links - Careers education; aspirations, learning and work

YEAR 5 UNIT INTENT - children further develop their understanding of how people contribute to family life, work and the wider economy. They explore how adults support their families and communities and consider the skills and responsibilities involved in different jobs. Pupils learn about money, including why people save, how it can be earned and the importance of looking after it.

Through discussion and activities, they reflect on the views of adults and children beyond the school setting.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Enterprise	- Understand and explain why people might want to save money - Identify ways in which you can help out at home - Budget for items you would like to buy - Recognise ways to make money and the early stages of enterprise	RSHE DfE Links - Families and people who care for me Wider PSHE Links - Economic wellbeing; Careers education; aspirations, learning and work
Adults' & Children's Views	- Listen to and observe a range of views from adults and children about how people work, support their families and contribute to society - Identify key ideas and skills shared by others that help people succeed in different jobs and roles - Reflect on and build their own understanding of how money is earned, spent and looked after using information gathered from discussions and observations - Share their ideas and learning with peers, contributing thoughtfully to discussions about future jobs, responsibilities and the role money plays in everyday life	RSHE DfE Links - This topic does not link to the DfE statutory elements Wider PSHE Links - Economic wellbeing; Careers education; aspirations, learning and work

Spring

YEAR 6 UNIT INTENT - children consolidate and extend their understanding of money, work and financial responsibility in everyday life. They explore money-related terms and consider different ways money can be spent, including through technology and online purchases. Pupils recognise the potential impact of spending money without permission and learn strategies for saving. They also consider how their actions can show responsibility now by contributing positively to their home, school and community relationship.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
In-App Purchases	- Know and understand various money-related terms - Recognise some of the ways in which we can spend money via technology - Describe the potential impact of spending money without permission - Identify strategies to save money	RSHE DfE Links - Wellbeing online; Families and people who care for me; Respectful, kind relationships Wider PSHE Links - Economic wellbeing; Careers education; aspirations, learning and work
What I've Learnt	- Confidently apply and justify responsible decisions when managing money and considering spending choices in everyday and online situations - Evaluate situations and respond appropriately when spending, saving or making purchases that may affect themselves or their household - Clearly explain and justify the difference between responsible and irresponsible choices when using money, including online and in-app purchases - Take increasing responsibility for understanding how work, earning, saving and spending money can affect individuals, families and communities	RSHE DfE Links - Families and people who care for me Wider PSHE Links - Economic wellbeing; Careers education; aspirations, learning and work

YEAR 6 UNIT INTENT - children consolidate and extend their understanding of how to use technology safely and responsibly. They explore the range of applications they may use now and in the future and consider why some platforms have age restrictions. Pupils recognise that people online may not always be who they say they are and evaluate situations that may place themselves or others at risk. They develop strategies to stay safe online and offline as they prepare for greater independence.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Making Friends Online	- List the key applications that we may use now and in the future - Know and understand why some applications have age restrictions - Identify ways to keep yourself and others safe in a range of situations online and offline - Recognise that people may not always be who they say they are online	RSHE DfE Links - Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; Caring friendships; Personal safety
What I've Learnt	- Confidently apply and justify strategies that help them use technology safely and responsibly in different environments - Evaluate online situations and respond appropriately when they or others may be at risk or feel pressured to share information or images - Clearly explain and justify the difference between safe and risky choices when using technology and communicating online - Take increasing responsibility for making safe and respectful decisions when using devices at home, at school and in the wider community	RSHE DfE Links - Online safety and awareness; Wellbeing online; General wellbeing; Being safe; Respectful, kind relationships

YEAR 5 UNIT INTENT - children further develop their understanding of relationships by exploring the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others. They learn about the importance of respect, privacy and personal boundaries as they grow. Pupils also revisit a range of relationship topics, reflecting on the views of adults and children beyond the school setting through discussion and activities about respectful and healthy relationships.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Puberty	- Explain what puberty means - Describe the changes that boys and girls may go through during puberty - Identify why our bodies go through puberty - Describe ways to help with the different stages of puberty - Identify who and what can help us during puberty	RSHE DfE Links - Developing bodies; Families and people who care for me
Adults' & Children's Views	- Listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed - Identify key ideas and strategies shared by others that help people build and maintain healthy relationships - Reflect on and build their own understanding of relationships using information gathered from discussions and observations - Share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships	RSHE DfE Links - Caring friendships; Respectful, kind relationships; Families and people who care for me; General wellbeing

YEAR 6 UNIT INTENT - children consolidate and extend their understanding of respectful and healthy relationships as they prepare for greater independence. They explore how relationships may change as people grow and recognise behaviours that support positive interactions. Pupils evaluate situations that may affect relationships and develop strategies to respond responsibly and seek support when needed. Where schools choose to deliver sex education, pupils will also learn about human reproduction and how conception occurs.

Topic	Knowledge Gained & Skills Progression	Curriculum Links
Conception	- Explain the terms 'conception' and 'reproduction' - Describe the function of the female and male reproductive systems - Identify the various ways adults can have a child - Explore various different stages of pregnancy - Understand the laws around consent	RSHE DfE Links - Developing bodies; Non-statutory Sex Education
What I've Learnt	- Confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships - Evaluate situations and respond responsibly when relationships or interactions may cause upset, discomfort or harm - Clearly explain and justify the difference between healthy and unhealthy relationship behaviours - Take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others	RSHE DfE Links - Developing bodies; Caring friendships; Respectful, kind relationships

Year 5/6 - PSHE/RSHE – KNOWLEDGE AND SKILLS PROGRESSION PLAN CYCLE 2

Summer

YEAR 6 UNIT INTENT - children consolidate and extend their understanding of first aid by recognising a wider range of situations where someone may need medical help. They explore how to respond safely to injuries or illnesses such as burns, fractures and suspected heart attacks. Pupils consider the importance of acting calmly and responsibly in an emergency and develop the confidence to apply their first aid knowledge, while understanding these are important skills they will hopefully never need to use.



Topic	Knowledge Gained & Skills Progression	Curriculum Links
First Aid Year 6 (Part 2)	- identify a range of situations that may require first aid - recognise how to support someone with a minor burn or scald - explain how to support someone who is having a heart attack - understand how to support someone with a fractured bone - know when to call for medical help	This module supports schools in covering the following: RSHE DfE Links - Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety
What I've Learnt	- confidently apply and justify first aid strategies that help keep themselves and others safe in a range of emergency situations - evaluate situations and respond appropriately when someone may require first aid or urgent medical support - clearly explain and justify appropriate first aid responses for injuries or illnesses such as burns, fractures or suspected heart attacks - take increasing responsibility for recognising when to seek medical help and supporting others safely until help arrives	Wider PSHE Links - Careers education; aspirations, learning and work

YEAR 5 UNIT INTENT - children further develop their understanding of what it means to act responsibly towards others by exploring how their choices and behaviours can affect the people around them. They learn to recognise when someone is being treated unkindly and consider why it is important to show care and take action. Through discussion and shared activities, pupils reflect on the views of adults and children beyond the school setting to build on their understanding of responsible behaviour and positive relationships.



Topic	Knowledge Gained & Skills Progression	Curriculum Links
Looking Out for Others	- recognise why we should take action when someone is being unkind - describe caring and considerate behaviour, including the importance of looking out for others - demonstrate why it is important to behave in an appropriate and responsible way - identify how making some choices can impact others' lives in a negative way	RSHE DfE Links - Respectful, kind relationships; Caring friendships; General wellbeing; Being safe
Adults' & Children's Views	- listen to and observe a range of views from adults and children about what it means to act responsibly in different situations - identify key ideas and strategies shared by others that help people make responsible choices and support those around them - reflect on and build their own understanding of responsibility using information gathered from discussions and observations - share their ideas and learning with peers, contributing thoughtfully to discussions about acting responsibly and supporting others	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships

YEAR 6 UNIT INTENT - children consolidate and extend their understanding of what it means to act responsibly towards themselves and others. They revisit concepts such as consent, honesty and trust, recognising how these support positive relationships. Pupils consider how their choices and behaviours can impact others, including the consequences of irresponsible actions. They develop the confidence to evaluate situations, justify responsible decisions and take increasing responsibility for their actions as they prepare for greater independence.

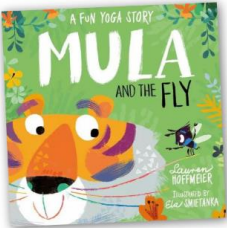


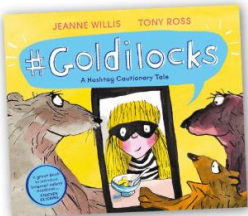
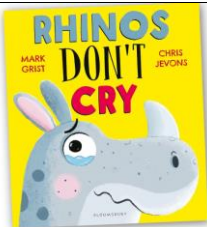
Topic	Knowledge Gained & Skills Progression	Curriculum Links
Stealing	- explain what consent means - recognise the importance of being honest and not stealing - understand why it is important to have a trusting relationship between friends and family - identify how making some choices can impact others' lives in a negative way	RSHE DfE Links - Respectful, kind relationships; Being safe; Families and people who care for me
What I've Learnt	- confidently demonstrate and justify responsible behaviours that support themselves and others in different environments - evaluate situations and respond appropriately when responsible choices are needed - clearly explain and justify the difference between responsible and irresponsible choices - take increasing responsibility for their actions and decisions at home, at school and in the community	RSHE DfE Links - Developing bodies; Caring friendships; Respectful, kind relationships

Mary Myatt Books: Also highlighted in purple on whole school long term plans

In addition to enrich storytelling, language, vocabulary and orca there are key books planned to each unit from the Mary Myatt Collection. These are as follows:

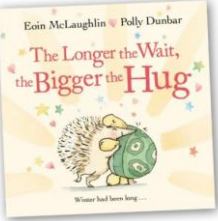
PSHE Themes supplemented by Mary Myatt Books – Year 1 & 2

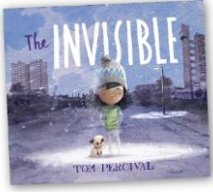
<u>KS1 - Cycle 1 –</u> <u>Autumn & Spring -</u> <u>Feelings & Emotions</u> <u>/Keeping / Staying</u> <u>Health – What I know -</u> <u>Mule & the Fly</u>		What are the key concepts for this unit? Running Inspiration Exercise Healthy habits Significant individual This unit is designed to highlight how this book can be used to support and complement your existing PE curriculum rather than representing a complete topic on running. What are the key concepts for this unit? Yoga Balance Control Coordination Breathing Mindfulness
---	---	---

		Positive affirmations
KS1 - Cycle 1 – Spring - Feelings & Computer Safety Unit – Imagine Sharing – <u>Goldilocks</u>		What are the key concepts for this unit? Online safety – give a brief overview and discussion depending on maturity of children – Will revisit during year 6
KS1 - Cycle 1 – Spring - Feelings & Computer Safety Unit – Imagine Sharing – <u>Rhino's Don't Cry</u>		What are the key concepts for this unit? Comfortable and uncomfortable feelings To help pupils understand that everyone feels sad, and crying is a healthy, normal part of life. The aim is also to support pupils with the vocabulary to help them describe their emotions more accurately.
KS1 - Cycle 1 – Spring - Relationship – Friendships – <u>The long the Wait the Bigger the Hug</u>		What are the key concepts for this unit? To understand that everyone experiences worries, and that sharing their worries with others can help them feel more positive. There is also a focus on giving pupils a strategy to help them face and overcome the things that worry them.

PSHE Key Stage 1 Mary Myatt books

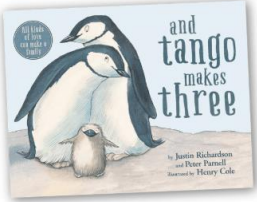
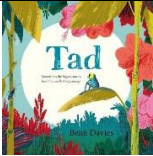
Year 1 & 2

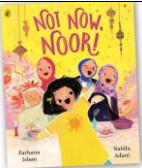
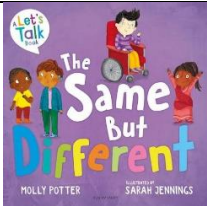
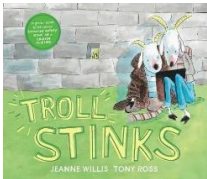
<u>KS1 - Cycle 2 –</u> <u>Autumn - Relationship</u> <u>– Friendships – The</u> <u>long the Wait the</u> <u>Bigger the Hug</u>		What are the key concepts for this unit? Friendship Kindness Sharing interests
<u>KS1 - Cycle 2 –</u> <u>Autumn – A World of</u> <u>Judgment – Rule of</u> <u>Law & Democracy The</u> <u>Only Way is Badger s</u>		What are the key concepts for this unit? A book about acceptance difference and learning how to say sorry.
<u>KS1 - Cycle 2 –</u> <u>Autumn- Relationships</u> <u>-Friends or Body</u> <u>language – The</u> <u>Perfect Fit</u>		What are the key concepts for this unit? Similarities and differences Inclusion

<u>KS1 - Cycle 2 – Spring</u> <u>– A World of Judgment</u> <u>– Rule of Law & Democracy- <u>A World for Me and you</u></u>		What are the key concepts for this unit? A book about exploring diversity, inclusion and kindness.
<u>KS1 - Cycle 2 – Spring</u> <u>– A World of Judgment</u> <u>– Rule of Law & Democracy- <u>Invisible</u></u>		What are the key concepts for this unit? Loneliness This book sensitively explores the concept of loneliness & being part of a community and making a difference. Overcoming adversity Change in life is a challenge Poverty and social difference Tom Percival's author's note is a helpful narrative to sit behind the story. Community The power of a sense of belonging and making a difference as a collective.

PSHE Lower Key Stage 2 Mary Myatt books

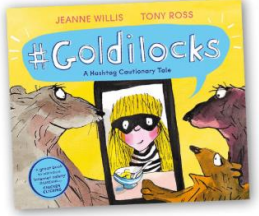
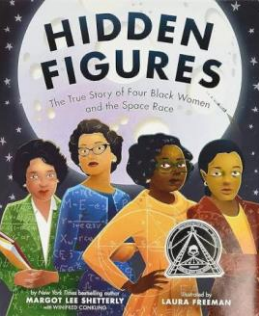
Year 3 & 4

<u>LKS2 - Cycle 1 & 2– Spring – Relationships- Friendships</u> <u>Changes & Growing – Tango Makes 3</u>		Differences in family set ups Depending on maturity of cohorts maybe used in LKS2
<u>LKS2 - Cycle 1 – Spring – Growing & Changing – Tad</u>		What are the key concepts for this unit? Changes
<u>LKS2 - Cycle 1 – Spring – A World of Judgment – Rule of Law & Democracy One Little Word</u>		What are the key concepts for this unit? Friendship Conflict Resolution

<u>LKS2 – Cycle 2 – Autumn – A World Without Judgment – Tolerance & Breaking Down Barriers <u>Not now Noor!</u></u>		What are the key concepts for this unit? A better understanding of religious (cultural and personal) identity is important for all people as citizens of our world.
<u>LKS2 – Cycle 2 – Autumn –A World Without Judgment – Tolerance <u>The Same but Different</u></u>		What are the key concepts for this unit? Similarities and differences Treat others with respect Listen and include everyone treating them with respect and love
<u>LKS2 – Cycle 2 – Spring – Computer Safety Unit – Online Bullying – <u>Troll Stinks</u></u>		What are the key concepts for this unit? Cyberbullying

PSHE Upper Key Stage 2 Mary Myatt books

Year 5 & 6

<u>UK2 - Cycle 1 – Spring</u> <u>- Feelings & Computer</u> <u>Safety Unit – Imagine</u> <u>Sharing – Goldilocks</u>		What are the key concepts for this unit? Online safety – give a brief overview and discussion depending on maturity of children – Will revisit during year 5/6
<u>KS2 - Cycle 1 –</u> <u>Autumn – A World</u> <u>Without Judgement –</u> <u>Inclusion &</u> <u>Acceptance – Hidden</u> <u>Figures</u>		What are the key concepts for this unit? A true story about four black women and the space race.

Books linked to British Values:

KS1

A World for me and You – By Uju Asika

The Same but Different – By Molly Porter

KS2

Artivisit – By Nikkolas Smith

The only Way is Badger – By Stella Jones

1 Decision

RHSE is now covered through lessons based from 1 Decision

Lessons are often updated, so these need to be found termly on the 1 Decision website.

<https://www.1decision.co.uk/>

1 decision password

User: tranmerepark

Password: Tranmere100!

The following documents can be found the drive:

Staff Shared – Staffworks – Curriculum Subjects – PSHE 2026 – 2027 –
PSHE Curriculum

Long Term Plan

Knowledge Organisers – these need to be shared on the class pages

Class self assessments – At the end of each unit discuss as a whole class
how the children's learning has gone and record accordingly

Assessment Grids – The above will feed into this and staff judgments.
These are to be completed at the end of each unit

Mind Mate Champions Lessons:

Lessons are often updated so these need to be found termly on the Mind
Mate Champions website.

<https://mindmate.org.uk/>

Email address: helenbeesitn@tranmerepark.leeds.sch.uk

Password: tranmere04

PSHE procedures

PSHE is a statutory lesson and should be taught weekly for about one hour with opportunities to enhance the learning through other subjects and events.

PSHE is taught on a 2-year rolling programme.

The main part of our curriculum is delivered through 1 Decision and Mind Mate Champion Lesson

Mindmate Lessons have 6 themes to be taught over the year -Feeling good, being me – Friends & Family – Life Changes – Strong Emotions – Being the same being different – Solving problems. A lot of the focus in these lessons are about self-confidence, celebrating strengths, looking at emotions, mental health & well-being.

Where can plans be found:

1 Decision Lessons &Resources:

Lessons are often updated, so these need to be found termly on the1 Decision website.

<https://www.1decision.co.uk/>

1 decision password

User:

Password:

Further Documents can be found the drive:

Staff Shared – Staffworks – Curriculum Subjects – PSHE 1 Decision

- Long Term Plan
- Knowledge Organisers – these need to be shared on the class pages
- Assessment Grids – these are to be completed alongside the post test as a record to show where children are working throughout the year. These will then feed into an overview for the end of year reports/level
 - Assessment/Judgement – to be completed for each unit
 - Monitoring of SEND/EAL/Inclusion

Mind mate Lessons & Resources:

Mind Mate Champions Lessons:

Lessons are often updated so these need to be found termly on the Mind Mate Champions website.

<https://mindmate.org.uk/>

Email address:

Password:

PSHE procedures continued –

Recording and evidencing work:

- All work should be recorded and presented using floor books. Knowledge organisers to be placed at the front of each unit to show knowledge been taught
- Floor books should be displayed within the classroom
- Use of PSHE books/ related story books should be displayed, so children have access to a wider resource and gain further reading opportunities. The children can then rehearse, revisit and consolidate learning
- Key vocabulary (which is noted on the Knowledge Organiser) should be displayed for children to practice and become familiar with through Oracy – discussing meaning of words, rehearsing them in context, while referencing them in books they read.

Assessment procedures:

The children will discuss and reflect on their learning at the end of the unit. Staff need to complete the assessment grid noting where the children are working. This will be a judgement from class discussions, the child's involvement and understanding during lessons and knowledge shared from post-tests. This will build a wider picture throughout the year for teachers/staff to report back to parents in the End of Year Report.

Engagement with parents:

Parents will be informed about what their child will be taught each term. A letter will be sent home at the start of each term. Knowledge organisers will also be shared via the website. These will be placed on class pages. Parents will also be invited to share their views and consult on school policies, while SRE plans will be published for them to view. Mrs Finley, Miss Hodgson, Mr Armstrong, Mrs Byrne and Miss Beestin will also support parents concerns if required

Engagement with pupils:

Encourage children to share own achievements from the wider community with the class – celebrating goals, developmental mile stones, community involvement. Develop needs of pupils though aspects highlighted from pupil surveys.

As PSHE is a statutory lesson and the recording of PSHE is not just about what is taught within 1 Decision or Mind Mate, but also the wider world of our school life and how we prepare our children for high school through our wider and extra-curricular offer - Residentials, curriculum enrichment trips, team events, whole school social events, performances, music, 5B's, 3C's, school ethos, opportunities to engage in school/sports councils, school rules, class buddies, Thrive, school behaviour policy etc. Alongside this we teach the children the Fundamental British Values, which are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

In addition, our children are also made aware of the Protected Characteristics The relevant protected characteristics, identified in the Equality Act 2010, include:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex and sexual orientation

This shows how we as a school all contribute to developing young citizens and how our RSHE curriculum prepares our pupils for the complexities of the world they are growing up in, and give them the tools to stay happy, safe, and healthy, and to act respectfully towards others and keep themselves and others safe.

Example of knowledge organisers & Letter to parents:

These need to go out at the beginning of each unit so parents are aware of the content

Dear Parents and Carers,

At Tranmere Park Primary, we believe that PSHE is a fundamental part of our curriculum; it is designed to engage and captivate our children whilst providing them with skills needed in later life. To ensure that all pupils reach their full potential, their individual needs and abilities are recognised and developed within a caring and supportive environment, in partnership with parents. Personal, social and health education (PSHE) is a planned, developmental programme of learning opportunities and experiences through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

Pupils receive a curriculum in line with national guide lines and respects and takes accounts of pupil's prior learning and experiences. As part of our teaching we aim to develop our pupils understanding of identity, relationships, including different types, the development of healthy lifestyles, diversity and equality along with human rights.

This term your child will be cover the topic:

Feelings & Emotions – What I know Now & Jealousy

Here the children re-establish what they already know about feelings and emotions before building on this through more complex learning. They revisit how different situations can cause a range of emotions and identify strategies to help manage and express their feelings in positive ways. Pupils explore more challenging emotions and recognise the physical and emotional responses these feelings may bring. Through discussion and activities, they consider how their responses can affect themselves and others.

The content of this unit will cover the following:

- share and reflect on their understanding of feelings and emotions as they begin to explore more complex emotional experiences
- recognise situations that may cause different emotions for themselves or others
- identify people and support who can help them manage difficult or uncomfortable emotions suggest and explain strategies that can help them express and manage their feelings in positive ways
- identify and name difficult emotions, such as jealousy, and describe some physical signs they may experience
- understand that difficult emotions are a normal part of life and distinguish between helpful and unhelpful ways of expressing them
- learn and practise strategies to manage challenging emotions in positive ways
- explain that emotions can be communicated through words, actions and body language

All teaching will take pace in a safe learning environment and pupils will have the opportunities to discuss and ask questions. Please visit our class pages to view the knowledge organiser linked to the current topic taught. If you require further information please visit the school's website to view our Relationship and Sex guidance policy.

taught.

Please don't hesitate to get in touch if you have any questions regarding your child's PSHE education.

1decision PSHE Knowledge Organiser

Module: Feelings and Emotions
Topic: Baseline Assessment and Jealousy

Key Facts

- 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
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- Mental wellbeing is a normal part of daily life, in the same way as physical health

I will learn the following new words/phrases:

Feelings	Emotions, such as love, anger, joy and fear.
Emotions	Strong feelings.
Physical health	The well-being and overall condition of your body.
Mental health	Emotional, psychological, and social well-being.
Strategies	A plan of action designed to achieve a long-term or overall aim.

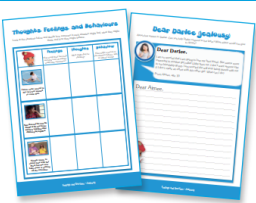
By the end of these topics, I should:

- recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good
- describe how we can support others who feel lonely, jealous, or upset
- recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people
- demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy

Ask me a question!

- Who can help us if we feel worried about ourselves or someone else?
- How can you manage the feeling of jealousy?
- If someone you know is experiencing jealousy, how could you help them?
- Can you name some benefits of having different types of friends?

Year 4





Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

on the school policy

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Relationships, Sex and Health Education (RSHE)

Year group	Words & Phrases
Year 1	Relationship - A connection between two or more people or things. Love - Strong feelings of affection for another person, activity, or object. Security - Feeling safe and free from fear or danger. Stability - Reliable or unlikely to change suddenly. Disagree - To have a different opinion. The opposite of agree.
Year 2	Bullying - A cord or leather strip used to fasten a shoe. Mean - A flat, rectangular frame with a pin used to fasten a shoe or belt. Describe - Two pieces of cloth that stick together used to fasten clothes, bags, shoes etc. Teasing - An event that happens by chance. Threatening - An instruction which tells you what you are allowed or are not allowed to do. Advice - Not safe; dangerous. Imagine Police Community Support Officer. Anti-bullying - Opposed to or acting against bullying.
Year 3	Communicate - To exchange or share information or ideas. Situation - What is happening now. Penis - The part of a male's body that is used for urinating. Testicles - Two round male organs that produce sperm. Vagina - The part of a woman's body that connects her outer organs to her uterus. Vulva - External female genitalia that surround the opening to the vagina. Anus - The external opening of the canal through which excrement leaves the body. Private parts - A person's genitals. Appropriate - Suitable or acceptable for a particular situation. Nipples - The dark parts of the skin which stick out from the breast
Year 4	Nervous - Being fearful, worried, or concerned about someone or an event. Scared - Feeling fearful or frightened. Inappropriate - Not right for or suited to the situation or purpose. Not appropriate. Connection - The act of joining or being joined to something else. Civil partnership - A civil partnership is a legal relationship which can be registered by two people who aren't related to each other. Marriage - A formal union and social and legal contract between two
Year 5	Puberty - When a child matures physically and the reproductive system becomes active. Hormone - A chemical substance made in the body, which controls the activity of other cells and organs.

	Anonymous question - When someone asks a question without revealing their name or identity. Vagina - A canal that leads from the female uterus to the outside of the body. Vulva - External female genitalia that surround the opening to the vagina. Ovaries - A reproductive organ where eggs are produced. Fallopian tube - The tube where the female egg travels to the womb (uterus). Penis - A male organ that urine and sperm pass through. Testicles - Two male sex glands where sperm is produced.
Year 6	Conception - The process of conceiving a baby. Reproduction - The process by which living things create young or offspring. Consent - To express willingness or approval. Conceived - The fertilising of an egg by a sperm; beginning of pregnancy. Caesarean - The surgical delivery of a baby that involves making incisions in the mother's abdominal wall and uterus. Foreskin - A retractable fold of skin that covers the glans of the penis. Cervix - The lower part of the uterus that opens into the vagina. Womb - (uterus) Where a foetus, or baby, grows. Urethra - The tube that carries urine from the bladder out of the body. Fertilised - When a male's sperm enters a female's egg. IVF - Fertilising an egg outside the body, in a laboratory dish, and then implanting it in a woman's uterus

Sex Education: Information for Parents and Carers – Withdraw from lessons

What Your Child Will Be Taught

At Tranmere Park, we understand that teaching children about relationships, growing up and human development is an important part of supporting their wellbeing, safety and preparation for the future. We also recognise that parents and carers play a vital role in these conversations and that schools and families work best when they work together openly and supportively.

Relationships and Health Education (RSE) is statutory for all primary schools in England and forms part of our PSHE curriculum. This includes puberty education. Parents and carers do not have the right to withdraw their child from any content that covers statutory Relationships or Health Education objectives, or national curriculum science objectives (including human development and reproduction).

In addition to the statutory curriculum, our school also chooses to deliver a Sex Education unit. This is taught in Year 6 through 1decision's Conception topic and covers how babies are made in an age-appropriate, factual way. This is the only element of our PSHE/RSHE provision from which parents and carers may request withdrawal.

We hope you trust that, as a school, we take decisions around RSHE content very seriously. All materials are carefully selected and reviewed to ensure they remain age-appropriate, sensitive and relevant to children's current needs and levels of maturity. Our priority is always to support children in developing accurate understanding, confidence, safety awareness and respect in a way that is appropriate for their stage of development.

Our Chosen Programme: 1decision

To deliver PSHE and RSHE, we use 1decision - a programme used across the country and worldwide. The resources have been developed by PSHE and safeguarding experts, working alongside schools and children.

We encourage you to explore the 1decision Parent/Carer Zone -

<https://schools.1decision.co.uk/info/family-support/> before making any decision about withdrawal. There you will find:

- An overview of what 1decision is and how it works
- A content overview, including examples of puberty and conception animations
- Examples of Early Years content
- Understanding RSHE document
- Free home activities and much more

Why We Teach Sex Education

We believe it is important that children receive accurate, age-appropriate information in a safe environment - from a trusted adult, rather than from peers or online sources. Research shows that children who do not receive this information at school are more likely to turn to the internet, where content can be misleading, harmful or age-inappropriate.

Our teaching is carefully planned, sensitive in its delivery, and gives pupils the opportunity to ask questions in a supportive setting.

If you would like to see a copy of the any resources then you are warmly welcome to speak to your child's class teacher or the PSHE co-ordinator – Miss Beestin. You can also view knowledge organisers, which are placed on the school website, which shares key vocabulary and outcomes for each unit taught. The following link also give guidance from the Government website. [New RSHE guidance: what parents need to know – The Education Hub](#)

Requesting Withdrawal from the Conception Unit

If, after reviewing the resources, you wish to withdraw your child from the Year 6 Conception unit, please follow the process below.

Our withdrawal process:

Parents/carers have the right to withdraw their children from all or part of the sex education provided at school except for those parts included in statutory National Curriculum (science). Those parents/carers wishing to exercise this right are invited to discuss this further with the Headteacher, who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the sex education programme until the request for withdrawal has been removed. Children cannot be withdrawn from the relationships and health part of the RHE education programme as this is statutory.

Please be aware that any request for withdrawal will be noted and kept on your child's record, in line with statutory guidance.

If you have any questions about our RSHE curriculum, please either contact your child's class teacher, Helen Beestin (PSHE co-ordinator), or Mrs Finley

Further support in the wider community to help to support our children:

Many of these websites can support your child's health and well-being as they grow up. Growing up can be challenging for young people. These websites cover a variety of issues to support and embrace young people to talk, stay positive, be themselves, whilst dealing with command and current issues they face in an ever-changing world.

www.mindmate.org.uk

www.youndminds.org.uk

www.childline.org.uk

www.place2be.org.uk

www.barnardos.org

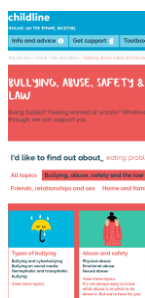
www.thechildrenssociety.org.uk

www.mind.org.uk

www.annafreud.org

The links below deal with and support children through tips and advice. These are here as only a guide and should be encouraged to be watched with a parent, so you can answer any questions they have as they read or watch a clip. It is advisable to either watch them with your child or

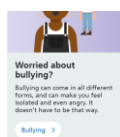
Bullying



[Bullying, abuse, safety and the law | Childline](#)

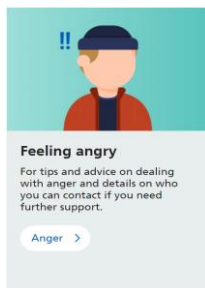


[Bullying and cyberbullying | Childline](#)

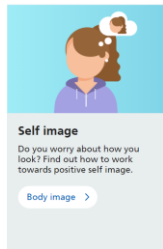


[Worried about bullying? - MindMate](#)

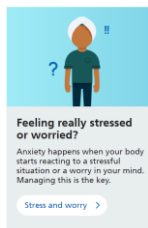
Mental Health & Well-being



[Feeling angry? - MindMate](#)



[Self image - MindMate](#)



[Feeling really stressed or worried? - MindMate](#)

Coping tool kit



[Coping Kit | Childline](#)

Playing simple games for the tool kit can help your mental health. There are plenty of ideas to support your worries.



[Games | Childline](#)

Teach yourself ways to keep calm.



[Calm zone | Childline](#)

Gender & Identity



[Feeling different? - MindMate](#)



[Sexual and gender identity | Childline](#)



Parents' Guide - [Gender Identity & Mental Health | Guide For Parents | YoungMinds](#)

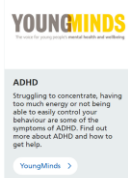
Disability



[Living with a disability | Childline](#)



[BBC iPlayer - Operation Ouch! - Hospital Takeover: 7. Germ-Fighters](#)



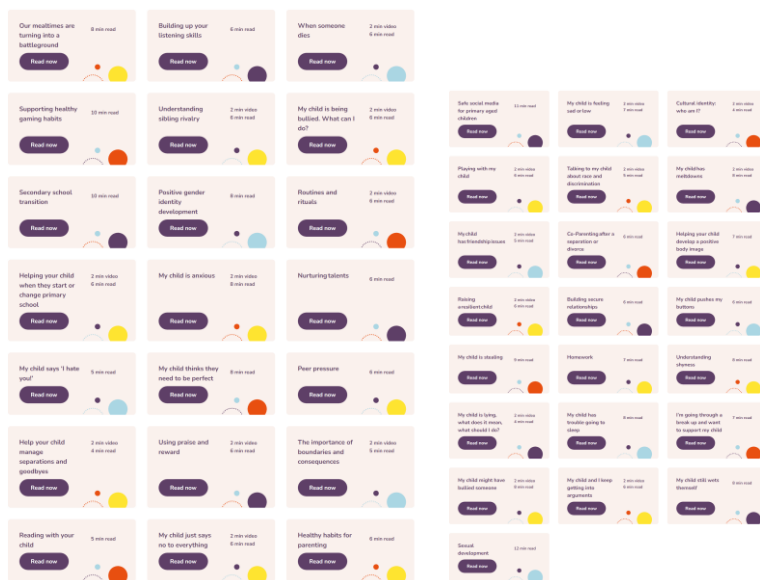
Child's guide - [ADHD and Mental Health | Signs and Symptoms of ADHD | YoungMinds](#)

Parents guide [Help Your Child With ADHD | Parents Guide to Support | YoungMinds](#)

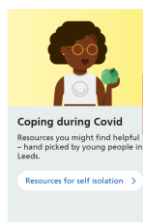
Parental Support

Smart Parental Support – this website has great tips for parents to help and support themselves and their child who might be going through a difficult time.

[Place2Be: Parenting Smart: Articles](#)



[Useful resources for parents - MindMate](#)



[Resources for self isolation - MindMate](#)

Resources:

Sexual health and relationships: range of resources available at <https://sexwise.fpa.org.uk/>

Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office)
<https://www.pshe-association.org.uk/curriculum-andresources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans <https://www.psheassociation.org.uk/curriculum-and-resources/resources/guidance-teaching-aboutconsent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary
<https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Online and offline relationships and bullying, alcohol, smoking, stress, body image: Public Health England website with videos made by young people and resources tested with teachers
https://campaignresources.phe.gov.uk/schools/topics/riseabove/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listi ng_Sep17

Mental health and emotional wellbeing: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidancepreparing-teach-about-mental-health-and>

Online safety Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting.
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

PSHE: PSHE Association Programme of study for KS1-5 <https://www.pshe-association.org.uk/curriculum-andresources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting school leaders to identify and respond to the particular health and wellbeing needs of their local school-age population.

There are also early years profiles <https://fingertips.phe.org.uk/profile-group/childhealth/profile/child-health-early-years>