Waddington All Saints Academy

A L.E.A.D. Academy

PSHE/RSHE Curriculum

Year 1 to Year 6

Overarching Principles

- ❖ PSHE/RSHE is a key delivery driver for our school motto "If they have wings, why make them walk"
- ❖ Our planned curriculum focuses on developing well rounded and safe individuals for today's and tomorrow's society
- ❖ The curriculum plan meets the requirements of the 2019 RSE curriculum requirements
- ❖ Our curriculum is deliberately detailed and deep. It allows us to discuss issues that face our children today – and tomorrow, to help them be safe, healthy and prepared for life's opportunities.
- ❖ Our ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship education.

Sex and Relationship Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupil will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary age pupils is not compulsory, however at Waddington All Saints Academy, we feel that it is important. Our programme is designed and implemented in an age appropriate way, and is tailored to the physical and emotional maturity of the pupils, alongside being aligned with model policies issued by the relevant local authority. Our policy is available to view on the website.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (ie. puberty education)

The curriculum will ensure coverage of the following core elements:
- ❖ 1. Knowledge and Understanding
- ❖ 2. Personal and Social Skills
- ❖ 3. Attitudes and Values

Subject Intent

- ❖ To equip children with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society.
- ❖ To help to foster wellbeing and develop resilience and character that are fundamental to pupils being happy, successful and productive members of society.
- ❖ To teach children to understand how they are developing personally and socially, and to better understand and respect the feelings of others.
- ❖ To teach children to become healthy, independent and responsible members of society.
- ❖ To equip children with a sound understanding of risk, with the knowledge and skills necessary to confidently make safe and informed choices.
- ❖ To ensure children are aware of their rights and responsibilities in society to prepare them for the wider world.
- ❖ To help children understand their own identities and their place in our school family and wider community, developing their sense of self-worth through

positively contributing to these.

- ❖ To provide the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

- ❖ To develop understanding of how to be healthy, including physical and mental well-being, giving the knowledge and capability to take care of themselves and receive support if problems arise alongside how these impact upon relationships.

- ❖ For pupils to develop an understanding of themselves, manage their emotions, develop empathy and be able to cope with change.

Substantive Knowledge	Disciplinary Knowledge	Connecting themes
❖ Relationships ❖ My Body and Health ❖ Life Cycles ❖ Keeping Safe and Looking After Myself ❖ People Who Help Me ❖ Feelings and Attitudes ❖ Mental Wellbeing ❖ Living in Our World ❖ Rights and responsibilities ❖ Identity	❖ The pursuit of understanding ourselves and others, in order to improve the world and be the best that we can be.	❖ Myself and others ❖ Health is both physical and mental ❖ There is always help available for any circumstance or issue ❖ It is weaved throughout the whole curriculum ❖ Me and my relationships (types of relationships and changes of bodies), ❖ Me and my future (managing money), ❖ My healthy lifestyle ❖ Becoming an active citizen Children learn a range of skills within PSHE. The following skills are reinforced across all year groups. ❖ Listening ❖ Communicating ❖ Empathising ❖ Being responsible ❖ Managing change ❖ Reflecting

Key Subject Teaching Approach at All Saints

- ❖ PSHE education takes place on a weekly basis through formal lessons, allowing sufficient time to become fluent in knowledge and skills, with recalls ensuring that this is embedded into long term memory. However, teachers have the autonomy to block learning if this meets the needs of the learner and provides a greater impact. Sessions vary in length, some are shorter and some are longer depending on the content. It is taught to all pupils across the school as a whole subject – from RSE to mental & physical health, online safety to job skills. Relationships and sex education is a fundamental component of our PSHE education, not a separate subject and is delivered within a comprehensive programme of PSHE education.

- ❖ PSHE is taught within a spiral curriculum through six themes which develops and builds upon previous learning for pupils as they move through the school, gradually expanding and deepening their knowledge, skills, and attributes. Subject content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

- ❖ Although taught as a specific subject, PSHE is embedded throughout the school and underpins class and whole school assemblies, alongside our whole school ethos. We support national initiatives such a mental health week and link across the curriculum where possible. Visits and experiences enrich our provision when needed.

- ❖ PSHE sessions follow a similar framework from Year 1 to Year 6:
  - Retrieval of key knowledge and skills, including areas that will prepare the children for today's learning
  - Sharing a clear set of ground rules to be followed during discussions
  - Games to encourage group participation
  - The main teaching input for the session
  - Independent, paired or group work, or a class discussion
  - A reflection of the learning, referring back to the lesson and unit focus

- ❖ PSHE is taught weekly to our children through formal lessons – but also through discussions and interactions across the curriculum and school day – our approach to PSHE is more than an isolated 'subject'.

- ❖ Some PSHE content is driven by the children; our planning is deliberately detailed to allow teachers the confidence to discuss the issues that matter to our children.

- ❖ Some aspects of the curriculum are delivered in partnership with key school colleagues, such as support from the health service to deliver first aid work; the teacher however is always the key deliverer of such teaching – experts support it.

- ❖ The school's E-Safety curriculum works in partnership with the PSHE curriculum in delivering the expectations of the 2020 PSHE requirements.

- ❖ The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken.

- ❖ Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:
  -Establishing ground rules with pupils
  -Dealing with children's questions in an appropriate manner
  -Using discussion and the appropriate materials
  -Encouraging reflection
  -Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.

Assessment

❖ PSHE and RSE are assessed through a range of different strategies to track pupils' progress towards the learning outcomes. Initially, they are assessed through direct intervention within lessons. Prior knowledge is checked and revisited through the retrieval activities. Children's knowledge is assessed through ongoing observations of the independent, paired and group activities that they undertake.

❖ Assessment in PSHE is not be about levels or grades, passing or failing, the model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results, so the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus.

❖ Each sequence of learning begins by ascertaining the pupil's prior knowledge, skills and attitudes, also identifying areas that will benefit from a particular focus through a baseline activity. Any misconceptions that arise throughout the unit are identified and addressed appropriately. Children continue to recall their knowledge throughout a unit in order to ensure an alteration in long term memory. Comparing 'before and after' responses helps to demonstrate progress and identify any remaining gaps.

❖ "The essential skills and attributes [of PSHE and Wellbeing education] are arguably the hardest aspects of learning to assess. It is difficult for teachers to assess accurately a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons.

❖ Personal reflection in PSHE is essential. We ensure pupils regularly have time and space to reflect, either privately or through discussion, which is a vital part of the assessment process. Assessing learning in PSHE education uses a combination of teacher assessment and pupil self- assessment."

❖ An end of topic assessment takes place at the end of the unit – possibly a response to a scenario or a short quiz to assess understanding.

❖ We use succinct 'I can' statements, summarising learning against each unit's key learning outcomes as an assessment tool. This helps to keep an overview of the whole year's PSHE and Wellbeing assessment records in one place. The use of success criteria enables the identification of gaps or areas that require further development.

❖ The impact of the PSHE curriculum at Waddington All Saints Academy is measured through the following:

- Assessment at the end of each unit of work (formative or summative)
- Observing and listening to contributions to discussions
- Pupil voice
- Progress evident in children's work and record of experiences
- Seeking views of parents where appropriate
- The behaviour and attitude of our pupils
- Students are also equipped with a range of strategies to safeguard themselves and others

Exposure to a range of careers

Throughout their time at the academy, children will explore a range of careers linked to the units they study. These careers represent and broaden the pupil's horizons and inspire them to think about their futures through a diverse and interesting range of careers.

Reading in PSHE

Books are an integral part of our PSHE curriculum. They are shared to promote our school values, develop empathy, provoke thought and to learn. We feel it is important that every child can see themselves represented within the texts that they read over the years. A variety of fiction and non-fiction books are used to support curriculum delivery. Many of the books on our reading spine, also link to themes explored within PSHE, allowing children to experience these across the school day.

Strong Vocabulary Development

Key vocabulary is identified for each unit. It is explicitly taught by staff and used by pupil's so that they deepen their understanding and develop their emotional literacy.

Spoken Language Development

Children develop their oracy skills across each unit of the PSHE curriculum. Our PSHE lessons always include an element of discussion and children are encouraged to express their views within this safe environment. Children will use the language of evaluation and explanation when sharing their own views and could use the language of argument to show agreement and disagreement with the views of others respectfully. They develop their use of language when comparing and contrasting different views. When considering statements, they may use the language of deduction to help share their assumptions based upon what they already know.

Wider Promotion of PSHE

PSHE is promoted outside of dedication lessons through a range of different opportunities. Our weekly assemblies focus on our core school values which are intertwined with British Fundamental Values. Assemblies are carefully planned to hone into a value linked to calendar events or to celebrate children's achievements linked to these. Some assemblies focus on particular awareness weeks and current events in the news. There is a clear focus on equality and diversity.

Where relevant, children access additional opportunities and workshops outside of the planned curriculum. We also invite visitors to complement our curriculum through our community links, helping to keep children safe in the local area or to health and wellbeing.

We promote healthy living by ensuring that the children eat healthily and have opportunities to be active during break and lunchtimes, alongside taking part in the daily mile.

Ambition for All

We want all children to develop their confidence, resilience and self-esteem, learn to identify and manage risk and make informed choices within our curriculum. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. It is essential that all children develop an understanding of themselves, become empathetic and are able to work with others in order to form positive relationships, develop the essential skills for future employability and better enjoy and manage their lives.

All children's needs and barriers are carefully considered, whether these are SEND needs which requires addressing or particular talents and strengths that require nurturing. We ensure that all children can show the best version of themselves through our curriculum.

Key Objectives

The key objectives of the RSHE programme should be to:

- ❖ Enable children to gain the skills and understanding to support the development of healthy bodies and minds

- ❖ Develop pupils' skills around assessing risk and keeping safe

- ❖ Enable pupils to recognise and manage their emotions effectively

- ❖ Support Pupils to effectively manage their health and wellbeing

- ❖ Make pupils aware of their rights especially in relation to their bodies

- ❖ Enable the development of social and relationship skills and protective behaviours

- ❖ Prepare pupils for the physical and emotional changes of puberty

- ❖ Develop understanding of reproduction and birth within the context of loving and caring relationships

- ❖ Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex

- ❖ Support pupils to use the internet safely and to recognise the benefits and risks that it brings

- ❖ Provide pupils with the knowledge and skills to access appropriate support

- ❖ Develop knowledge and understanding of positive and healthy relationships and the importance of commitment

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

Aspects/Coverage of the Curriculum

The following aspects and concepts will be covered from within the RSHE guidance published in June 2019.

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs, alcohol & tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationship	Caring friendships

We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance.

PSHE & RSE Overview

The colours show how the spiral curriculum within the six themes develops showing how specific learning builds for pupils as they move through the school, gradually expanding and deepening their knowledge, skills, and attributes.

Living in the Wider World		Health and Wellbeing		Relationships	
Rights and responsibilities	Money	Health	Safety and risk	Feelings and friendship	Identity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	What makes us special?	What helps us stay healthy?	How do we keep safe and who keeps us safe?	How do we keep safe and who keeps us safe? (RSE)	How do we feel?	What can we do with money?
Y2	What makes a good friend?	How do we recognise feelings?	How can we be healthy?	What is the same and different about us? (Growing and changing)	How can we keep safe in different places?	What jobs do people do?
Y3	Why should we keep active and sleep well?	How can I value differences?	What makes a community?	How can we describe our feelings?	What are the rules that keep us safe?	Growing and changing. (RSE)
Y4	How can we be a good friend?	How do we treat each other with respect?	How will we grow and change? (RSE)	How will we grow and change? (RSE)	Think positively.	How can our choices make a difference to others and the environment?
Y5	How can we value difference in the community?	Be Yourself: What makes up your identity?	How can we manage our money?	How can we help in an accident or emergency?	How can we be safe online and using social media?	My body: What choices affect my health? (RSE)
Y6	What makes a healthy and happy relationship?	How can we keep healthy as we grow?	What jobs would we like?	What are human rights?	How can the media influence people?	How do friendships change as we grow? (RSE)

Sex Education

In addition to Relationships and Health education, sex education is taught in every year group. Our sex education programme is tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. Parents are able to withdraw their child from elements of this learning that are not in the Science curriculum if they choose to. An overview of the objectives covered in each year group is below.

RSE reflects the values of the PSHE/RSHE programme. RSE is taught in the context of relationships. In addition, RSE promotes children's self-esteem and emotional well-being and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Year 1	Year 2	Year 3
❖ Understand that babies have special needs. ❖ Reflect the changes in their lives so far and consider future changes in growth. ❖ Recognise the correct names for the body parts. ❖ To identify parts of the body that are private. ❖ about the special people in our lives and how we care for one another ❖ Understand how we change as we grow ❖ Recognise the differences and similarities between people	❖ Understand and respect the differences and similarities between people. ❖ Name the main parts of a body, including sexual parts. ❖ Know the biological differences between male and female children. ❖ Understand that it is always the female that gives birth. ❖ Explain how a child is cared for in the womb (feeding and growing). ❖ Know the value of trust and identify someone they trust.	❖ Recognising that change is a part of growing up. ❖ To identify different types of relationships and develop skills on how to be successful in different relationships. ❖ Revise the correct names for sexual body parts and other major organs. ❖ Understand the needs of a new baby. ❖ Consider the impact of a new baby on a family and develop strategies for coping with change. ❖ Develop skills in asking for help.

Year 4	Year 5	Year 6
❖ Understand how both boys and girls bodies change during puberty	❖ Understand how bodies change during puberty.	❖ Revise and develop their understanding of puberty.
❖ Understand how to deal with physical changes. e.g. periods	❖ Understand how to deal with physical changes. e.g. periods and wet dreams.	❖ To understand that the pressure to confirm to gender/body stereotypes comes from the media.
❖ Explore how to deal with a range of emotional changes during puberty.	❖ Understand the biological changes that happen to males and females during puberty(menstruation, ejaculation, wet dreams).	❖ Recognise the difference between healthy and unhealthy relationships and their right to physical boundaries.
❖ Understand how they need to keep clean during changes in puberty.		❖ Understand the role of the media when developing views on sex and relationships.
❖ Know strategies for coping with change.	❖ Know how to manage physical changes during puberty.	❖ Consider why some people get married or have stable relationships and the importance of this on family life.
❖ Develop positive attitude to personal body image.	❖ Know the importance of personal hygiene during puberty.	❖ Consider when an adult might be ready for parenthood.
❖ Recognise some of their own positive skills, qualities and attributes.	❖ Explore how to deal with a range of emotional changes during puberty.	❖ Know there are ways that adults can prevent pregnancy (and that they will learn more about this when they are older).
❖ Develop strategies to deal with peer pressure.	❖ Understand how babies are conceived (Process: Egg/sperm).	❖ Understand that adults need to protect their health during sexual relationships.
❖ Recognise that there are agencies to keep young people safe and happy.	❖ Reflect on the need for love and trust in a range of relationships.	❖ Develop awareness of pressure to conform to gender and some strategies on how to deal with gender based stereotypes.
❖ I can describe male and female body parts and explain what these are used for.	❖ Understand how babies are born.	❖ Consider their aspirations for the future.
		❖ Know that there are some cultural practices which are against British law and universal human rights.
		❖ FGM – Understand why it happens, the signs, effects and who is at risk.

Programme of Study KS1

Core Theme 1: Health and Wellbeing

By the end of KS1 children should know:

Health and Wellbeing

- ❖ **H1. about what keeping healthy means; different ways to keep healthy**
- ❖ **H2. about foods that support good health and the risks of eating too much sugar**
- ❖ **H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday**
- ❖ **H4. about why sleep is important and different ways to rest and relax**
- ❖ **H5. simple hygiene routines that can stop germs from spreading**
- ❖ **H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy**
- ❖ **H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health**
- ❖ **H8. how to keep safe in the sun and protect skin from sun damage**
- ❖ **H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV**
- ❖ **H10. about the people who help us to stay physically healthy**

Mental Health

- ❖ **H11. about different feelings that humans can experience**
- ❖ **H12. how to recognise and name different feelings**
- ❖ **H13. how feelings can affect people's bodies and how they behave**
- ❖ **H14. how to recognise what others might be feeling**

- ❖ H15. to recognise that not everyone feels the same at the same time, or feels the
- ❖ same about the same things
- ❖ H16. about ways of sharing feelings; a range of words to describe feelings
- ❖ H17. about things that help people feel good (e.g. playing outside, doing things
- ❖ they enjoy, spending time with family, getting enough sleep)
- ❖ H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- ❖ H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- ❖ H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Ourselves, growing and changing

- ❖ H21. to recognise what makes them special
- ❖ H22. to recognise the ways in which we are all unique
- ❖ H23. to identify what they are good at, what they like and dislike
- ❖ H24. how to manage when finding things difficult
- ❖ H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- ❖ H26. about growing and changing from young to old and how people's needs
- ❖ change
- ❖ H27. about preparing to move to a new class/year group

Keeping safe

- ❖ H28. about rules and age restrictions that keep us safe
- ❖ H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- ❖ H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- ❖ H31. that household products (including medicines) can be harmful if not used correctly
- ❖ H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- ❖ H33. about the people whose job it is to help keep us safe
- ❖ H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- ❖ H35. about what to do if there is an accident and someone is hurt

❖ **H36. how to get help in an emergency (how to dial 999 and what to say)**

Drugs, alcohol and tobacco

❖ **H37. about things that people can put into their body or on their skin; how these can affect how people feel**

Core Theme 2: Relationships

Families and close positive relationships

❖ **R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives**

❖ **R2. to identify the people who love and care for them and what they do to help them feel cared for**

❖ **R3. about different types of families including those that may be different to their own**

❖ **R4. to identify common features of family life**

❖ **R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried**

Friendships

❖ **R6. about how people make friends and what makes a good friendship**

❖ **R7. about how to recognise when they or someone else feels lonely and what to do**

❖ **R8. simple strategies to resolve arguments between friends positively**

- ❖ **R9. how to ask for help if a friendship is making them feel unhappy**

Managing hurtful behaviour and bullying

- ❖ **R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online**
- ❖ **R11. about how people may feel if they experience hurtful behaviour or bullying**
- ❖ **R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult**

Safe Relationships

- ❖ **R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private**
- ❖ **R14. that sometimes people may behave differently online, including by pretending to be someone they are not**
- ❖ **R15. how to respond safely to adults they don't know**
- ❖ **R16. about how to respond if physical contact makes them feel uncomfortable or unsafe**
- ❖ **R17. about knowing there are situations when they should ask for permission and also when their permission should be sought**
- ❖ **R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)**
- ❖ **R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe**
- ❖ **R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping**
- ❖ **trying until they are heard**

Respecting self and others

- ❖ **R21. about what is kind and unkind behaviour, and how this can affect others**
- ❖ **R22. about how to treat themselves and others with respect; how to be polite and courteous**
- ❖ **R23. to recognise the ways in which they are the same and different to others**
- ❖ **R24. how to listen to other people and play and work cooperatively**

❖ **R25. how to talk about and share their opinions on things that matter to them**

Core Theme 3: Living in the Wider World

Shared responsibilities

❖ **L1. about what rules are, why they are needed, and why different rules are needed for different situations**

❖ **L2. how people and other living things have different needs; about the responsibilities of caring for them**

❖ **L3. about things they can do to help look after their environment**

Communities

❖ **L4. about the different groups they belong to**

❖ **L5. about the different roles and responsibilities people have in their community**

❖ **L6. to recognise the ways they are the same as, and different to, other people**

Media and digital resilience

❖ **L7. about how the internet and digital devices can be used safely to find things out and to communicate with others**

❖ **L8. about the role of the internet in everyday life**

❖ **L9. that not all information seen online is true**

Economic wellbeing: Money

- ❖ **L10. what money is; forms that money comes in; that money comes from different sources**

- ❖ **L11. that people make different choices about how to save and spend money**

- ❖ **L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want**

- ❖ **L13. that money needs to be looked after; different ways of doing this**

Economic wellbeing: Aspirations, work and career

- ❖ **L14. that everyone has different strengths**

- ❖ **L15. that jobs help people to earn money to pay for things**

- ❖ **L16. different jobs that people they know or people who work in the community do**

- ❖ **L17. about some of the strengths and interests someone might need to do different jobs**

Programme of Study KS2

Core Theme 1: Health and Wellbeing

By the end of KS2 children should know:

Healthy lifestyles: physical wellbeing

- ❖ **H1. how to make informed decisions about health**
- ❖ **H2. about the elements of a balanced, healthy lifestyle**
- ❖ **H3. about choices that support a healthy lifestyle, and recognise what might influence these**
- ❖ **H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle**
- ❖ **H5. about what good physical health means; how to recognise early signs of physical illness**
- ❖ **H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.**
- ❖ **H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle**
- ❖ **H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn**
- ❖ **H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it**
- ❖ **H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed**
- ❖ **H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)**
- ❖ **H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer**

- ❖ **H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online**
- ❖ **H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health**

Mental Health

- ❖ **H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health**
- ❖ **H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing**
- ❖ **H17. to recognise that feelings can change over time and range in intensity**
- ❖ **H18. about everyday things that affect feelings and the importance of expressing feelings**
- ❖ **H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;**
- ❖ **H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations**
- ❖ **H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others**
- ❖ **H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult**
- ❖ **H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement**
- ❖ **H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools**

Ourselves, growing and changing

- ❖ **H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)**
- ❖ **H26. that for some people gender identity does not correspond with their biological sex**
- ❖ **H27. to recognise their individuality and personal qualities**
- ❖ **H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth**
- ❖ **H29. about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking**
- ❖ **H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction**
- ❖ **H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)**
- ❖ **H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene**
- ❖ **H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for[1]**
- ❖ **H34. about where to get more information, help and advice about growing and changing, especially about puberty**
- ❖ **H35. about the new opportunities and responsibilities that increasing independence may bring**

- ❖ H36. strategies to manage transitions between classes and key stages

Keeping Safe

- ❖ H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- ❖ H38. how to predict, assess and manage risk in different situations
- ❖ H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
- ❖ H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
- ❖ H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
- ❖ H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by
- ❖ something seen or read online and how to report concerns, inappropriate content and contact
- ❖ H43. about what is meant by first aid; basic techniques for dealing with common injuries[2]
- ❖ H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- ❖ H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

Drugs, alcohol and tobacco

- ❖ H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- ❖ H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- ❖ H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
- ❖ H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- ❖ H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Core Theme 2: Relationships

Families and close positive relationships

❖ **R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

❖ **R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

❖ **R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

❖ **R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

❖ **R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

❖ **R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another

❖ **R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

❖ **R8.** to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

❖ **R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

❖ **R10.** about the importance of friendships; strategies for building positivefriendships; how positive friendships support wellbeing

❖ **R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online

❖ friendships as to face-to-face relationships

❖ **R12.** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

❖ **R13.** the importance of seeking support if feeling lonely or excluded

❖ **R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

❖ **R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

❖ **R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends

❖ **R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

- ❖ **R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary**

Managing hurtful behaviour and bullying

- ❖ **R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour**
- ❖ **R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support**
- ❖ **R21. about discrimination: what it means and how to challenge it**

Safe relationships

- ❖ **R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);**
- ❖ **R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns**
- ❖ **R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know**
- ❖ **R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact**
- ❖ **R26. about seeking and giving permission (consent) in different situations**
- ❖ **R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret**
- ❖ **R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this**
- ❖ **R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)**

Respecting self and others

- ❖ **R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online**
- ❖ **R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online**
- ❖ **and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships**
- ❖ **R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background**
- ❖ **R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own**
- ❖ **R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with**

Core Theme 3: Living in the Wider World

Shared responsibilities

- ❖ L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- ❖ L2. to recognise there are human rights, that are there to protect everyone
- ❖ L3. about the relationship between rights and responsibilities
- ❖ L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- ❖ L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

- ❖ L6. about the different groups that make up their community; what living in a community means
- ❖ L7. to value the different contributions that people and groups make to the community
- ❖ L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- ❖ L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- ❖ L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- ❖

Media literacy and digital resilience

- ❖ L11. recognise ways in which the internet and social media can be used both positively and negatively
- ❖ L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- ❖ L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- ❖ L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- ❖ L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- ❖ L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and
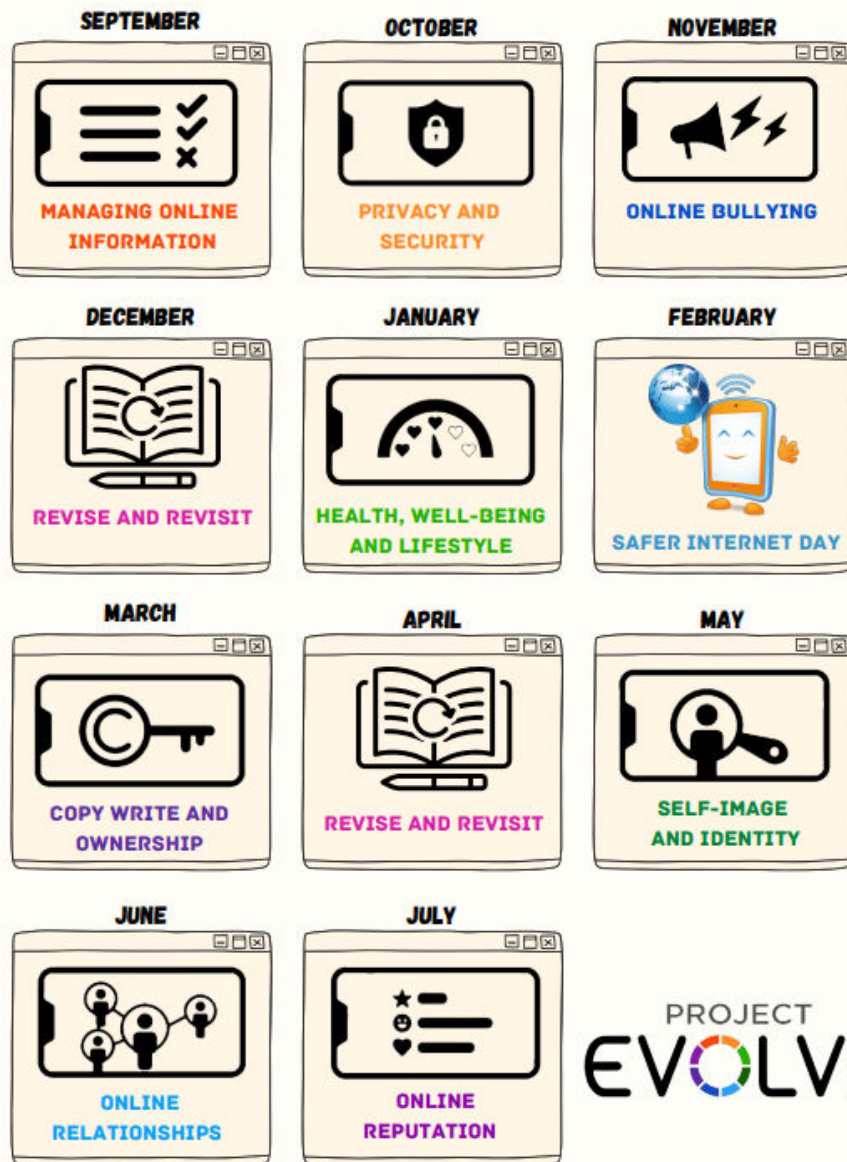
identify misinformation

Economic Wellbeing: Money

- ❖ **L17. about the different ways to pay for things and the choices people have about this**
- ❖ **L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'**
- ❖ **L19. that people's spending decisions can affect others and the environment (e.g.Fairtrade, buying single-use plastics, or giving to charity)**
- ❖ **L20. to recognise that people make spending decisions based on priorities, needs and wants**
- ❖ **L21. different ways to keep track of money**
- ❖ **L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe**
- ❖ **L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations**
- ❖ **L24. to identify the ways that money can impact on people's feelings and emotions**

Economic wellbeing: Aspirations, work and career

- ❖ **L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes**
- ❖ **L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life**
- ❖ **L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them**
- ❖ **L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)**
- ❖ **L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid**
- ❖ **L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation**
- ❖ **L31. to identify the kind of job that they might like to do when they are older**
- ❖ **L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)**

Online Safety Overview

SEPTEMBER
MANAGING ONLINE INFORMATION

OCTOBER
PRIVACY AND SECURITY

NOVEMBER
ONLINE BULLYING

DECEMBER
REVISE AND REVISIT

JANUARY
HEALTH, WELL-BEING AND LIFESTYLE

FEBRUARY
SAFER INTERNET DAY

MARCH
COPY WRITE AND OWNERSHIP

APRIL
REVISE AND REVISIT

MAY
SELF-IMAGE AND IDENTITY

JUNE
ONLINE RELATIONSHIPS

JULY
ONLINE REPUTATION

PROJECT EVOLVE

5-7			
I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help	I can explain how other people may look and act differently online and offline.
Self-image and Identity	**Self-image and Identity**	**Self-image and Identity**	**Self-image and Identity**
I can give examples of when I should ask permission to do something online and explain why this is important.	I can explain why it is important to be considerate and kind to people online and to respect their choices	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	I can explain who I should ask before sharing things about myself or others online
Online Relationships	**Online Relationships**	**Online Relationships**	**Online Relationships**
I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.	I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online	I can describe what information I should not put online without asking a trusted adult first.
Online Relationships	**Online Relationships**	**Online Relationships**	**Online reputation**
I can describe how to behave online in ways that do not upset others and can give examples.	I can explain why anyone who experiences bullying is not to blame.	I can talk about how anyone experiencing bullying can get help	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
Online Bullying	**Online Bullying**	**Online Bullying**	**Privacy & Security**
I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I can explain and give examples of what is meant by 'private' and 'keeping things private'.

Privacy & Security	Privacy & Security	Privacy & Security	Privacy & Security
I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords)			
Privacy & Security			

7-11			
I can explain what is meant by the term 'identity'	I can explain how people can represent themselves in different ways online.	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	I can explain how my online identity can be different to my offline identity.
Self-image and Identity	**Self-image and Identity**	**Self-image and Identity**	**Self-image and Identity**
I can explain how identity online can be copied, modified or altered.	I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	I I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
Self-image and Identity	**Self-image and Identity**	**Self-image and Identity**	**Self-image and Identity**
I can explain the importance of asking until I get the help needed.	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	I can demonstrate how to support others (including those who are having difficulties) online

Self-image and Identity	Online Relationships	Online Relationships	Online Relationships
I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.	I can explain who someone can ask if they are unsure about putting something online
Online Relationships	**Online Relationships**	**Online reputation**	**Online reputation**
I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult	I can identify a range of ways to report concerns and access support both in school and at home about online bullying.
Online Bullying	**Online Bullying**	**Online Bullying**	**Online Bullying**
I can explain how to block abusive users.	I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	I can explain how someone would report online bullying in different contexts
Online Bullying	**Online Bullying**	**Online Bullying**	**Online Bullying**
I can explain that internet use is never fully private and is monitored, e.g. adult supervision	I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc	I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'
Privacy & Security	**Managing Online Information**	**Managing Online Information**	**Managing Online Information**
I can describe how fake news may affect someone's emotions and behaviour, and	I can define the terms 'influence', 'manipulation' and 'persuasion' and explain		

explain why this may be harmful	how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).		
Managing Online Information	**Managing Online Information**		