



Yaxham Church of England VA Primary School

PSHE and RSE Curriculum Plans

*Through loving God and loving others,
we flourish, learn & grow.*



	Units	Substantive Concepts	Skills	Knowledge	Key Vocabulary
R	RSE - My Feelings	Comfortable and uncomfortable feelings	Health and Wellbeing C - Recognise and name different feelings Relationships C - Explain bodies and feelings can be hurt by words and actions D - Recognise that people can say hurtful things	We all have feelings. No feelings are wrong. Some feelings are comfortable to experience, some feelings are uncomfortable to experience. Our feelings can be affected by things happening inside our bodies, such as if we feel hungry, tired, in pain or unwell. Our feelings can also be affected by things happening outside our body, such as if someone is kind or unkind to us or if something upsetting happens, for example when a pet dies. All feelings are ok, however some behaviours are not OK, eg it is not ok to be unkind to someone because of how they are feeling.	Feelings, comfortable, uncomfortable, happy, excited, sad, angry, disappointed, embarrassed, tired, worried, surprised, confused, lonely, calm
	RSE - My Body	Basic personal hygiene	Health and Wellbeing B - Recognise simple hygiene routines	Keeping the body clean can help us to feel good about ourselves. It also helps to prevent germs spreading and some illnesses. Regularly washing hands is important, as our hands can get dirty and pick up germs throughout the day. There are also times when it is important to wash our hands before and/or after some activities. Maintaining good personal hygiene helps to keep the body clean and healthy and helps to prevent germs from spreading. Whilst not all illnesses can be prevented in this way, people are less likely to become ill if they wash their hands properly throughout the day, especially at certain times such as after going to the toilet or before eating. If we get ill this does not mean that we have not kept ourselves clean, as some illnesses are spread in different ways.	Body, hygiene, clean, dirty, illness, spread, germ, healthy
	RSE - My Relationships	Similarities and differences between people	Health and Wellbeing E - Recognise what makes them special Relationships E - Identify how listen to other people and play and work cooperatively G - Identify how to respond safely to adults they don't know Living in the Wider World B - Recognise the ways they are the same as, and different to, other people D - Recognise own strengths	We all have things that are the same as each other and we all have things that are different to each other. This may be because we were born with these things (boy or girl, skin colour, straight or curly hair, eye colour etc) or because of the things we like doing or are good at (drawing, running, Lego building etc). How we look, the things we are good at and enjoy doing are all OK whether they are the same as lots of other people or different to everyone else. These differences are what make us uniquely special and the world an interesting place to live. We all share things that are the same (we are all part of this class) and we all have things that make us different and unique and that this is OK and should be celebrated. We should never be unkind towards another child because of how they dress, behave or play, as this is bullying.	Similarities, same, differences, different, unique, special
	RSE - My Beliefs	Likes and dislikes	Health and Wellbeing E - Recognise what makes them special Relationships B - Identify how people make friends and what makes a good friendship Living in the Wider World B - Recognise the ways they are the same as, and different to, other people E - Recognise how people and other living things have different needs	We are all similar and different to each other, we all like and dislike different things. It is OK to like something even if no one else does. This is your choice and the world would be boring if we all liked the same things. You can change your mind about the things you like and it is OK to be friends with someone who likes different things to you. Sometimes the choices we make about what we like and dislike doing are important, and we may have to make a difficult choice to do the right thing. There are times when we have to make important choices about what we like and dislike doing and these choices can make a difference to ourselves and other people.	Similar, different, choice, like, dislike
	RSE - My Rights and Responsibilities	Privacy	Health and Wellbeing D - Understand basic rules to keep safe online G - Name the main parts of the body Relationships A - Identify the people who love and care for them and what they do to help them feel cared for F - Recognise that some things are private and the importance of respecting privacy H - Understand what to do if they feel unsafe Living in the Wider World F - Begin to use the internet and digital devices	Privacy is when we do not share something with anyone else, or with only a few people who we trust. We may choose to keep some information private. We may also keep parts of our bodies private. These parts are sometimes known as 'private parts'; these we keep covered with our underwear. There are also places that are private such as a toilet, doctor's surgery and our bedrooms. Sometimes we need to do things that are private things, like getting changed or going to the toilet. Sometimes we might just want to be on our own. Private places are for private times and private things, and this is OK. Friends and family might like to be on their own sometimes. This doesn't mean they don't like or love us, but that they need some space. It's not OK for someone to invade our privacy by touching our private parts, coming into our private places or watching us do our private activities, unless they are family or a trusted person that is helping to look after ourselves. If someone invades our privacy, we must tell an adult we trust who will help. When we use computers, we must make sure we are safe online and make sure an adult knows what website/game we are on.	Privacy, share, trust, private parts
RSE - Asking for Help	Special people	Health and Wellbeing E - Recognise what makes them special F - Learn about the people whose job it is to help keep us safe J - Identify how to keep safe at home	We are all special, and we all have people that feel special to us. Some of us may be surrounded by lots and lots of special people, whilst some of us may have one or two special people, and this is OK. The types of people that are special may be different for all of us. Special people should help them to feel special, that they should always feel safe with a special adult and that special people are often good people to talk to if they feel upset, worried or scared about something.	Special, same, different, family, friends, safe, doctor, dentist, teacher	

			<p>Relationships A - Identify the people who love and care for them and what they do to help them feel cared for B - Identify how people make friends and what makes a good friendship</p> <p>Living in the Wider World B - Recognise the ways they are the same as, and different to, other people D - Recognise own strengths</p>	All children at this school are special to the school and that they can talk to any of the teachers and adults who work in the school if they ever need to. Name special people who take care of us.	
	PSHE - Health and Wellbeing	What healthy means	<p>Health and Wellbeing A - Name healthy foods and ways to be physically active B - Recognise simple hygiene routines</p>	Identify what healthy means. Identify simple health routines people do to keep healthy. Name some healthy foods. Name some ways to be physically active.	Healthy, fruit, vegetable, clean, active, health, dentist, doctor
	PSHE - Relationships	Naming relationships	<p>Relationships A - Identify the people who love and care for them and what they do to help them feel cared for B - Identify how people make friends and what makes a good friendship C - Explain bodies and feelings can be hurt by words and actions</p>	Identify people who love and care for them. Name people who are friends. List things that make a good friendship.	Family, friend, care, love, kind, listen, play
	PSHE - Living in the Wider World	Where we live Rules	<p>Health and Wellbeing H - Learn about change and loss I - Preparing to move to a new class/year group</p> <p>Living in the Wider World A - Recognise class rules E - Recognise how people and other living things have different needs</p>	Name where they live. Name people who live with them. Make class rules to learn and play safely.	Home, house, live, family, class, rule, safe, play, learn
YR 1	RSE - My Feelings	Communicate about feelings	<p>Health and Wellbeing C - Understand how feelings can affect people's bodies and how they behave, including how others might be feeling H - Learn about change and loss and to identify feelings associated with this</p> <p>Relationships C - Identify simple strategies to resolve arguments between friends positively D - Understand how people may feel if they experience hurtful behaviour or bullying</p> <p>Living in the Wider World E - Understand the responsibilities of caring for people and other living things</p>	There are many different types of emotions and many different types of feelings. Some emotions and feelings are comfortable, whilst others feel uncomfortable. No emotions are wrong or naughty. However, it is never OK to be unkind or hurt someone because of your own feelings. We all experience lots of different feelings every day, and at this school they should feel comfortable to share their feelings with each other and the adults within the school. However, some behaviours are not OK. For example, it is never OK to be unkind, or to hurt someone because of how you are feeling. If pupils experience difficult emotions and feelings, someone is unkind towards them or they witness someone being unkind to another person, they should always tell an adult within the school.	Emotions, feeling, comfortable, uncomfortable, unkind
	RSE - My Body	Body parts	<p>Health and Wellbeing G - Name the main parts of the body including external genitalia</p> <p>Relationships F - Understand that parts of their body covered by underwear are private G - Understand there are situations when they should ask for permission and also when their permission should be sought H - Understand what to do if they feel unsafe or worried for themselves or others</p> <p>Living in the Wider World B - Understand about the different groups they belong to</p>	Everyone has parts of their body that are private. This means they are not shown to everyone and are often covered with underwear. Sometimes men and women are separated when they are getting changed such as at a swimming pool, clothes shop, changing rooms or toilets. This is because the private parts of the body are different for a boy and a girl. Some families feel comfortable to see each other's private parts, but it is not common for people outside of our family or strangers to see each other's private parts, unless it is a trusted adult who helps us look after ourselves, such as if we need help going to the toilet, we are having a bath or seeing a doctor. If pupils do not identify that the genitalia are different, explain that the body parts that we keep covered with underwear are different. Both boys and girls have a bottom, but this cannot be seen on the pictures of the characters. Now explain that a boy has a penis and a girl has a vagina. Explain that when we go to the toilet, urine can come from these areas of the body. Being able to use the correct terminology for the body, including their private parts, is very important, and we don't need to feel uncomfortable or embarrassed to use them.	Body parts, private, men, women, girl boy, penis, vagina, comfortable, uncomfortable
	RSE - My Relationships	Listening and cooperation	<p>Health and Wellbeing C - Understand how feelings can affect people's bodies and how they behave, including how others might be feeling</p> <p>Relationships C - Identify simple strategies to resolve arguments between friends positively</p>	We communicate in lots of different ways, including what we say and how we say it. For example, how fast/loud we talk and our body language. When we feel calm we can listen, behave and communicate at our best. However, things can sometimes happen that upset us or make us feel angry. When we are angry or upset we may be more likely to say and do things that we would not normally do. This can lead to bigger problems and more upset. The aim is to calm down and think before we react, so we can communicate in helpful ways. It is important to talk clearly and listen actively. This may mean listening with our eyes and ears, as we can learn a lot about how someone feels from their body language and facial expressions. We can learn a lot about how someone feels through the tone, volume and speed that they talk.	Communicate, body language, behave, angry, upset, calm, listen, facial expression, deep breath

		E - Identify how to treat themselves and others with respect, polite and courteous	There are often things that happen which make us feel cross or upset. Taking a few deep breaths to calm down can help them to clearly explain what is happening and communicate more effectively so they can resolve a situation fairly, preventing the problem becoming bigger. It is good to try and resolve problems as much as possible themselves, if they are feeling very upset or angry, or someone is behaving unfairly towards them they can always ask any adult in the school to help them.	
RSE - My Beliefs	Respect similarities and differences	Health and Wellbeing E - Name some ways in which we are unique Living in the Wider World D - Understand that everyone has different strengths	We are all different and unique and this makes us incredibly special. It is wrong for someone to be unkind to another person because they are different in some way. The world would be a boring place if everyone was the same. Imagine a world where everyone looked the same, or wanted to do the same job! Our differences should be celebrated. It is never OK to be unkind to someone because they are different in any way. Tell pupils that in our school we are proud to be ourselves, and that bullying is not tolerated. If anyone is unkind it is important to tell an adult in the school, who will help to make sure the situation is dealt with and does not keep happening. Difference and diversity is a wonderful thing and should always be celebrated.	Different, unique, special, unkind, differences, celebrated, unkind, tolerated, proud, diversity
RSE - My Rights and Responsibilities	Diseases	Health and Wellbeing B - Understand simple hygiene routines that can stop germs from spreading	A disease is an illness which you can catch and spread, and which can make you feel very unwell. Many diseases are common illnesses that can infect anyone, with only some being quite serious. They cannot all be prevented but many can be. Being ill sometimes can boost our immune system meaning we are less likely to catch the same disease again. Other infections and conditions such as head lice can be caught, and spread. Many diseases are spread by coughing or sneezing, but can also be spread in blood and other bodily fluids. Many diseases are spread through tiny particles that contain the disease. When we cough or sneeze these fly out of our bodies into the air and other people breathe them in. They are very small and cannot be seen. Lots of diseases are very common, and everyone can become ill or feel unwell sometimes. This is nothing to be frightened or worried about. Most serious diseases are preventable in this country through immunisations that start when we are babies to keep us healthy. Lots of things can help to prevent us catching other diseases and illnesses such as washing our hands, using tissues and keeping surfaces like desks clean. If a child vomits or bleeds at school it is very important that they find an adult to tell and do not touch the bodily fluids. The adult will need to look after the child and also make sure that no bacteria is spread.	Disease, illness, unwell, infect, prevent, immune system, infection, fluid, immunisation, healthy
RSE - Asking for Help	People who look after us	Health and Wellbeing A - Name healthy and unhealthy foods; and explain how physical activity helps us to stay healthy J - Understand what to do if there is an accident and someone is hurt Living in the Wider World A - Understand what rules are and why they are needed F - Understand how the internet can be used safely to find things out and communicate with others	Everyone experiences problems sometimes. To manage some problems we may need to ask for help. Some problems feel like big problems, and some problems feel like small problems. Whatever the type of problem it is OK to ask for help to deal with it, especially if the problem is causing us to be in pain, upset or scared. Anyone, including them, can telephone 999 if they need to, and that someone will answer their telephone call very quickly. They would be asked to try to explain where they are, what the problem is and who is involved. Every adult in the school is happy to help them with a problem, no matter what it is. What matters is that they talk to someone about their problems.	Problem, help, ask, 99, police, fire, ambulance, doctor
PSHE - Health and Wellbeing	Healthy bodies and choices Independence Harmful products	Health and Wellbeing A - Name healthy and unhealthy foods; and explain how physical activity helps us to stay healthy B - Understand simple hygiene routines that can stop germs from spreading C - Understand how feelings can affect people's bodies and how they behave, including how others might be feeling	List favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation. Describe how physical activity and sleep helps their bodies to grow and them to feel well. Describe how they can take care of their dental health. Describe changes that have happened to them since they were a baby. Describe some things they can do now that they could not do before. Explain how their needs have changed since they were babies. Identify physical similarities between boys and girls. Recognise that household products (including medicines) can be harmful if not used correctly. Describe ways of keeping safe around household products (including medicines). Identify people we can trust to tell us to put things onto and into our bodies.	Healthy, food, diet, moderation, sleep, dental, teeth, baby, boy, girl, medicine, product, bleach, cleaners
PSHE - Relationships	Appropriate and inappropriate touch Teasing and bullying	Relationships B - Identify what makes a good friendship C - Identify simple strategies to resolve arguments between friends positively D - Understand how people may feel if they experience hurtful behaviour or bullying E - Identify how to treat themselves and others with respect, polite and courteous	Identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes). Describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable. Recognise they have a choice about being touched and the right to say 'no' and tell someone if they don't feel comfortable. Identify what might be happening if someone is being teased or bullied. Describe feelings that people may have if they are being teased or bullied. Recognise that it is never acceptable to behave hurtfully or bully. Identify whom to go to, what to say/how to tell if they are being teased or bullied. Identify the rules in school if they experience or see teasing, bullying or any hurtful behaviour.	Touch, comfortable, uncomfortable, teased, bullied, behaviour
PSHE - Living in the Wider World	Group and class rules Looking after the environment Money	Health and Wellbeing D - Understand what should be kept private F - Understand rules and age restrictions that keep us safe I - Preparing to move to a new class/year group Living in the Wider World A - Understand what rules are and why they are needed C - Understand that money needs to be looked after and different ways of doing this E - Understand the responsibilities of caring for people and other living things	Describe how they would like their classroom to be . Explain who or what they are responsible for in their classroom. Explain what 'rules' mean and how they help all of us. Give suggestions for what could be included in class rules and explain why they are important. Explain why it is important for them to carry out classroom responsibilities and what happens when responsibilities are not carried out. Explain that people (and animals) need to be looked after and cared for. Identify some of the needs of all living things (including themselves and/or pets/animals). Describe some ways of looking after themselves and others. Explain why you need to be able to take turns and share things and places. Identify what the local environment is like. Describe what makes the local environment pleasant / not so pleasant. Identify what can harm different environments.	Class, rule, responsibility, animal, pet, care, environment, local, money, save, spend

				<p>Suggest some ways people can care for the environment. Identify what they can do / not do to help care for the environment Recognise what money looks like. Identify how money is obtained (won, borrowed, found, earned, presents). Give some examples of some of the ways that money can be used (saved as well as spent). Identify what might make someone want to spend or save their money. Explain where money can be stored to keep it safe.</p>	
Yr 2	RSE - My Feelings	Celebrate strengths and achievements	<p>Health and Wellbeing C - Describe how to share feelings and identify when they need help with feelings and that it is important to ask for help</p> <p>Relationships E - Identify how to talk about and share their opinions on things that matter to them</p> <p>Living in the Wider World D - Understand that everyone has different strengths and weaknesses</p>	<p>Self-esteem is how you feel about yourself. How you feel about yourself can impact on how well you feel you have done at something, how likely you are to try new things, how much you think people will want to be your friend etc. Having low self-esteem can make you feel that bad things are likely to happen and that no matter how hard you try things are unlikely to work out well. Having high self-esteem is the opposite. You are more likely to feel that good things will happen, are happy to work hard and make sure they do as you feel it will be worth it. A personal goal is something that you would like to achieve and are prepared to work hard towards. Everyone can feel unhappy with themselves sometimes. It is important not to allow these feelings to win and be in our head a lot of the time as this can lower self-esteem. It is important they talk to an adult in the school about their feelings. Every child in school is very special and has lots of strengths. We want to help you all realise your goals.</p>	Self esteem, good feeling, bad feeling, personal goal, achieve, feelings, strength
	RSE - My Body	Growth and change	<p>Health and Wellbeing A - Name foods that support good health and the risks of eating too much sugar; and explaining what keeping healthy means and different ways to keep healthy B - Understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy G - Learn about growing and changing from young to old and how people's needs change</p> <p>Relationships A - Identify common features of family life</p>	<p>From the moment we are made we are growing all the time, both physically, mentally and emotionally so that we can prepare for each next stage of our life. Our bodies physically change a lot as we grow from a baby, through childhood into being a teenager and then an adult. Girls stop growing in height around the age of fifteen, and boys stop growing in height around the age of sixteen. Everybody starts off as an egg that is not like the eggs that we eat, it is the size of a tiny dot! A baby can be made in different ways, most often it is when a man and a woman have a special adult cuddle, where something amazing happens that makes one of the tiny eggs inside the mummy's body grow. The egg keeps on growing for nine months and then the baby is born. As the baby grows bigger, the mummy's tummy looks bigger too. A baby can be born in different ways, most often it comes out of the mummy's vagina, which changes shape to allow for this to happen. Reassure pupils that we all grow and develop differently because we are all different. Remind pupils that if they feel worried or confused about how their body is changing and developing they should speak to an adult they trust about this.</p>	Physically, mentally, emotionally, baby, child, teen, adult, height, egg, birth, pregnant, woman, vagina, change, develop
	RSE - My Relationships	Teasing and bullying	<p>Health and Wellbeing C - Describe how to share feelings and identify when they need help with feelings and that it is important to ask for help F - Recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>Relationships B - Understand how to ask for help if a friendship is making them feel unhappy C - Identify how to report bullying and the importance of telling a trusted adult D - Understand hurtful behaviour (offline and online) is not acceptable F - Identify how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>Living in the Wider World E - Identify things they can do to help look after their environment</p>	<p>Being unkind to another person can make them feel very upset. This is never acceptable, whatever the reasons. In this school, bullying is taken very seriously and the needs of both the target of the bullying and the people involved in the bullying will all be dealt with by the school. Bullying is a bad thing to do. Physical bullying includes pushing, poking, kicking, hitting, biting etc. Verbal bullying includes name calling, spreading rumors, threatening, teasing, belittling, making animal sounds whenever they are near the child etc. Emotional bullying includes isolating others, tormenting, hiding books, threatening gestures, pulling faces at, intimidating, excluding etc. Sexual bullying includes unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse ('you're so gay'), (transphobic abuse) ('you're such a girl') etc. Indirect bullying is the exploitation of individuals, for example a pupil or group of pupils targeting a vulnerable child (EAL/SEN etc.) to persuade them to do things they do not fully understand. Bullying can impact how someone feels about themselves. This can affect them both at the time and in the future. Reassure pupils that if someone has been unkind to them or bullied them they should always tell an adult, in school who will work with them to stop the bullying and help them feel good about themselves.</p>	Bullying, unkind, physical, verbal, emotional, sexual, hitting, kicking, poking, biting, teasing, threatening, teasing, tormenting, persuade
	RSE - My Beliefs	How people and families are unique	<p>Health and Wellbeing E - Name ways in which we are all unique</p> <p>Relationships E - Identify how to talk about and share their opinions on things that matter to them</p> <p>Living in the Wider World D - Understand that everyone has different strengths and weaknesses</p>	<p>We are all so unique that there has never been, and will never be, another person the same as us. Even if you are a twin or triplet you may be very similar and connected, but there will always be something that makes you different in some way. Our families are also very unique, as they are made up from different and unique people. Being special and unique and having a unique family is something to be proud of. Changing the things you do and making choices to please other people to 'fit in' may not make you happy. There has never been and will never be another person the same as you, so it is good to enjoy this.</p>	People, family, friend, special, unique, different, proud, fit in

	RSE - My Rights and Responsibilities	Physical contact	<p>Health and Wellbeing C - Describe how to share feelings and identify when they need help with feelings and that it is important to ask for help D - Understand the importance of telling a trusted adult if they come across something that scares them</p> <p>Relationships F - Identify how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>Living in the Wider World A - Understand why different rules are needed for different situations</p>	<p>Some touching feels nice. Some touching sometimes feels nice depending on who is doing it, where on your body you are being touched or what mood you are in. Some touching never feels nice. If touching is unwanted it may make you feel uncomfortable. Some touch is not safe and may make you feel worried, scared or could hurt. You have the right to say 'no' to any type of touching, whoever is doing it. How comfortable we feel to be touched may depend on the mood we are in. Sometimes we may be in the mood for a cuddle. Sometimes we may be in the mood to enjoy some personal space. Personal space is an area around someone where they may feel uncomfortable for people to be in. Their level of comfort may depend on the person who is within their personal space and the reason for it. There are times that even though the type of touch and the person who is doing it is the same, we may not feel in the mood for it. This is an unwanted touch. There are times we allow someone into our personal space because there is something that they need to do for us. This is known as safe touch. It is important to be aware that you may be comfortable or OK with a touch that someone else is uncomfortable with. If you are ever touched in a way you do not feel comfortable with, they must tell an adult you trust, and to keep telling them if the uncomfortable touch does not stop until it does.</p>	Touch, unwanted, uncomfortable, comfortable, personal space, unwanted touch, wanted touch
	RSE - Asking for Help	Secrets and surprises	<p>Health and Wellbeing D - Understand the importance of telling a trusted adult if they come across something that scares them</p> <p>Relationships G - Identify the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) H - Identify who to ask for help and vocabulary to use when asking for help and importance of keeping trying until they are heard</p>	<p>A surprise is something nice which is shared in time. A secret is different from a surprise. Secrets are kept from people with the intention that they will never find out and can make us feel uncomfortable to keep. It can sometimes be hard to know the difference between a secret and a surprise but if anything makes them feel uncomfortable, worried or afraid they should always tell a trusted adult about it. A surprise is something nice that someone does for someone else, who will find out about it in time. No one should ever ask them to keep a secret that makes them feel uncomfortable, worried or afraid. If someone does this, the best thing to do is to tell an adult that they trust, and even if they find this difficult to do, they will feel better afterwards. In this school they can talk to any adult and the adult will listen and help them to deal with the situation.</p>	Surprise, secret, comfortable, uncomfortable, trusted adult, worried, afraid, trust
	PSHE - Health and Wellbeing	Managing feelings Privacy and asking for help	<p>Health and Wellbeing B - Understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy C - Describe how to share feelings and identify when they need help with feelings and that it is important to ask for help D - Understand the importance of telling a trusted adult if they come across something that scares them H - Understand how to manage when finding things difficult J - Identify ways to keep safe in familiar and unfamiliar environments and how to get help in an emergency (how to dial 999 and what to say)</p> <p>Living in the Wider World F - Recognise that not all information seen online is true</p>	<p>Describe different feelings (both good and not so good) and where these are felt in the body. Recognise that some feelings may feel stronger than others. Describe when people might experience different feelings and how this can affect their behaviour. Identify strategies to help manage different feelings, especially when feeling not so good. Explain what is meant by privacy or 'keeping something private'. Identify why it is important to keep some things private. Recognise times when they and others want or have the right to privacy. Recognise that it is important to respect someone's privacy. Recognise that they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private).</p>	Feelings, body, behaviour, manage, private
	PSHE - Relationships	Types of behaviour	<p>Relationships C - Identify how to report bullying and the importance of telling a trusted adult D - Understand hurtful behaviour (offline and online) is not acceptable E - Identify how to talk about and share their opinions on things that matter to them</p>	<p>Describe what fair and unfair / right and wrong means to them. Describe acts of kindness and the effect it has on the person and on other people. Recognise when behaviour is not ok and identify what they can do in such situations and afterwards, including identifying when and who to tell. Identify how someone's behaviour can affect how they feel and how others feel. Give examples of how to behave to affect others positively. Describe or demonstrate simple strategies to help manage their own behaviour.</p>	Fair, unfair, right, wrong, kindness, behaviour, feelings, manage
	PSHE - Living in the Wider World	Groups and communities Money and saving	<p>Living in the Wider World B - Recognise the different roles and responsibilities people have in their community C - Understand forms that money comes in and that money comes from different sources</p>	<p>Identify the range of groups they belong to (friends, class, year group, faith). Explain their own and others roles within the groups. Describe how it feels to be a member of a group and what they do. Describe the different rights and responsibilities they have in the groups they belong to. Explain how group members make sure everyone feels included. Describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online). Explain how money is obtained. Give examples of some of the choices they might have about spending or saving money and what helps them decide. Identify how people keep track of what money is spent or saved and why this is important.</p>	Group, community, friend, family, faith, member, rights, responsibilities, money, paying, save
YR 3	RSE - My Feelings	Strengths, goals and aspirations	<p>Health and Wellbeing C - Use a varied vocabulary to use when talking about feelings and how to express feelings E - Recognise their individuality and personal qualities F - Understand reasons for following and complying with regulations and restrictions</p>	<p>Our views about ourselves can change over time but it is important to be kind to ourselves. Self-esteem is the way we feel about ourselves. Some people have high self-esteem and some people have low self-esteem. Self-esteem can vary throughout a person's life depending on their experiences. Identify what jobs look interesting. Identify jobs we might like to do when we are older. Identify some skills we may need to complete some of these jobs.</p>	Strength, goal, aspiration, self-esteem, experience, job, career, skill

		<p>G Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H - Recognise change and loss, including death I - Recognise strategies to manage transitions between classes and key stages J - Understand what is meant by first aid</p> <p>Relationships C - Understand that healthy friendships make people feel included and recognise when others may feel lonely or excluded E - Recognise the importance of self-respect and that everyone, including them, should expect to be treated politely and with respect by others</p> <p>Living in the Wider World D - Identify the kind of job that they might like to do when they are older</p>		
RSE - My Body	Body change and care	<p>Health and Wellbeing C - Use a varied vocabulary to use when talking about feelings and how to express feelings G Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>	<p>It is important to have a common language when talking about the body so everyone is clear what is being discussed. It is also good to become confident to use the correct scientific words comfortably. Explain that all bodies are different. People are different heights, have different colour skin, different shoe sizes, hair colour etc. Explain how bacteria on our hands spread in the same way. We have a responsibility to keep our own bodies clean and to prevent spreading bacteria to others. Washing hands can help to clean bacteria off and prevent the spread of germs when hands are properly washed. As we grow older and mature our bodies will continually change throughout our lives. Our bodies are all uniquely different and that this is completely natural and should be celebrated. It is important to be positive about our bodies, to keep them healthy and have positive attitudes towards our natural bodies. It is never OK to be unkind towards someone because their body is different in some way.</p>	Body, changes, care, bacteria, clean, bacteria, germ, unique
RSE - My Relationships	Attributes of positive healthy relationships	<p>Health and Wellbeing B - Identify how to maintain hygiene and explain the impact of lifestyle choices on health G Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>	<p>A relationship describes how people are connected to each other. They may be connected by blood such as a parent or brother/sister, through marriage/civil partnership, by choosing to spend time with and care for each other, such as a friendship or when in a relationship and have chosen not to get married or enter a civil partnership. Reassure pupils that all relationships are valuable if they are meaningful to the people within them. All types of relationships are important. It is important that people in the relationship love, respect and take care of each other in a healthy and respectful way Reassure pupils that there are a diverse range of relationships, all are valuable if they are important to the people involved in them. Remind pupils that it is important that the people in the relationship love, respect and take care of each other in a healthy, respectful way.</p>	Relationship, parent, brother, sister. Marriage, civil partnership, meaningful, valuable, respect, diverse
RSE - My Beliefs	Challenge gender stereotypes	<p>Health and Wellbeing E - Recognise their individuality and personal qualities</p> <p>Relationships C - Understand that healthy friendships make people feel included and recognise when others may feel lonely or excluded E - Recognise the importance of self-respect and that everyone, including them, should expect to be treated politely and with respect by others F - Recognise privacy and personal boundaries</p> <p>Living in the Wider World B - Identify about the different groups that make up the community and what living in a community means E - Identify how to show care and concern for others</p>	<p>Your gender describes how much you feel like a boy, or a girl. Some people believe that there are certain ways that people should behave, think and feel because they are born as a boy or a girl. This includes how they dress, the toys they play with and the jobs they later do as an adult. This view is called a stereotype. In this case it is a gender stereotype. Reassure pupils that there are not necessarily right or wrong answers to the statements, it is more that it reflects their personal opinion. Reassure pupils that there are a diverse range of relationships, all are valuable if they are important to the people involved in them. Remind pupils that it is important that the people in the relationship love, respect and take care of each other in a healthy, respectful way.</p>	Gender, stereotype, relationship, valuable, opinion, respect, love, diverse
RSE - My Rights and Responsibilities	Right to protect body from unwanted touch	<p>Health and Wellbeing G Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Relationships E - Recognise the importance of self-respect and that everyone, including them, should expect to be treated politely and with respect by others F - Recognise privacy and personal boundaries</p>	<p>Our bodies belong to us, and that we have a right to keep our bodies private when we want to, and a responsibility to make sure we do not touch other people in a way that might make them feel uncomfortable. Some touches feel comfortable, nice and may make us feel safe and happy. Some touches can feel uncomfortable but safe, these may make us feel embarrassed or awkward. Some touches can feel uncomfortable and unsafe, these may make us feel hurt or scared. For someone born as a girl, the 'private parts' are called a vagina (everything on the inside of the private part of their body) and breasts (the extra tissue that develops on their chest as they grow older). Tell pupils that these are the scientific names to describe these parts of the body. It is important that they learn them and feel comfortable to use them in case they ever need to talk about these parts of their body Reassure pupils that it is OK to touch your own body, although some parts of the body and some touching is done in private, like when we go to the toilet. Remind pupils that it is not OK for someone to touch them without their permission in or in a way that makes them feel uncomfortable. As everyone has different ideas about what is comfortable it can be helpful to ask someone before touching them. Reassure pupils we all have different levels of comfort, they have the right to choose what they find comfortable and an uncomfortable touch. They</p>	Private, touch, comfortable, uncomfortable, safe, unsafe, private part, penis, testicles, vagina, breasts, comfort

			G - Identify how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	have a right to keep their body private when they want to and a responsibility to make sure they do not touch other people in a way that might make them feel uncomfortable. Emphasise that they must tell an adult they trust if anyone makes them feel uncomfortable in any way so that the person can make sure it stops happening.	
	RSE - Asking for Help	Differences between secrets and surprises	Health and Wellbeing C - Use a varied vocabulary to use when talking about feelings and how to express feelings F - Understand reasons for following and complying with regulations and restrictions Relationships D - Recognise if a friendship is making them feel unsafe or uncomfortable and how to manage this and ask for support E - Recognise the importance of self-respect and that everyone, including them, should expect to be treated politely and with respect by others F - Recognise privacy and personal boundaries	A surprise is different from a secret. It is nice to keep a surprise for something special and exciting such as a birthday party or a present. A secret is something that is not meant to be shared in order to hide something bad. It is important to tell an adult they trust if someone has asked them to keep a secret that is worrying them. A surprise is something nice that for someone else, that they will find out about in the end. You can tell other people but not the person/people who the surprise is for. Remind pupils that secrets which make them feel worried should always be shared with an adult that they trust and not kept as a secret, even if they have been threatened that something bad will happen if they share the secret. Reassure pupils that it is important to share a secret with an adult they trust, even if they have been threatened that something bad will happen to them if they tell someone. Remind pupils that it is not OK to ask someone to keep a secret for you, but to ask them to help you to do the right thing and deal with the situation.	Surprise, secret, special, share, hide, trust
	PSHE - Health and Wellbeing	Balanced diet Changes in life Managing risk in familiar situations	Health and Wellbeing A - Understand how to make informed decisions about health and about the elements of a balanced, healthy lifestyle B - Identify how to maintain hygiene and explain the impact of lifestyle choices on health G - Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene K - Learn about the risks and effects of legal drugs common to everyday life Living in the Wider World F - Recognise things appropriate to share and things not be shared on social media	Recognise what makes a balanced diet. Identify what food they think should be eaten regularly to maintain good health. Identify what or who helps them decide what to eat and drink. Recognise when they have opportunities to make choices about food and drink. Give examples of when someone might experience change (at school). Recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry). Identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better. Recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this. Give examples of what is meant by risk, danger and hazard. Identify potential risk in different familiar situations. Identify whether a risk is appropriate for them to manage themselves. Describe or demonstrate how to manage risk safely (e.g. crossing the road). Identify where they can get help if they feel a situation is risky or dangerous.	Diet, balanced, health, food, drink, risk, danger, hazard, safe, dangerous
	PSHE - Relationships	Maintaining good relationships Solving disputes amongst peers	Relationships A - Recognise that there are different types of relationships B - Recognise the importance of friendships C - Understand that healthy friendships make people feel included and recognise when others may feel lonely or excluded D - Recognise if a friendship is making them feel unsafe or uncomfortable and how to manage this and ask for support H - Recognise that personal behaviour can affect other people	Describe how people in different relationships show they care for and value each other. Describe how people can make friends with others. Identify what makes a friendship good and how they know. Identify peaceful ways to solve problems that might arise in friendships. Give examples of causes of arguments in the classroom, playground or other. Describe feelings when disputes and conflicts occur. Identify what can help and not help when trying to argue. Demonstrate strategies for solving arguments with peers. Give examples of when they have helped give useful feedback or support to others. Describe what changes when 'joking' or 'playful teasing' becomes hurtful to another. Give a definition of 'bullying'. Identify how, where and when hurtful teasing and bullying can happen (including online). Describe how teasing, bullying and aggression can make someone feel. Describe some ways of responding if they experience or witness bullying. Explain the importance of telling someone if they know (or think they know) this is happening. Identify who to ask for help or report to, what to say and what will happen next.	Relationship, care, love, value, family, friend, feelings, argue, teasing, bullying, aggression
	PSHE - Living in the Wider World	Difference and diversity Values and customs Budgeting Sustainability of the environment	Living in the Wider World A - Recognise reasons for rules and laws B - Identify about the different groups that make up the community and what living in a community means C - Identify the different ways to pay for things and ways of keeping money safe	Identify that people living in the UK come from different origins. Recognise that people have moved to the UK from all around the world at different times and for different reasons. Recognise that people also move from the UK to other places in the world. Identify some of the different religious and ethnic identities of people living in the UK. Give examples of their own family/community customs or traditions. Identify how people can keep track of money such as by keeping financial records (to know how much they have saved or spent) and how this can help them budget (know how much they have left to save or spend). Identify what the earth's resources are used for (electricity, heating, food, paper, fuel etc.). Identify that there is a limited supply of the earth's resources. Recognise that if one group of people use all the resources there are not enough for others and how this relates to the environment. Describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy).	Origin, religion, ethnicity, diversity, community, custom, tradition, money, budget, sustainability, environment, recycle, composting, energy
YR 4	RSE - My Feelings	Emotions	Health and Wellbeing C - Recognise that feelings can change over time and range in intensity F - Identify how to predict, assess and manage risk in different situations	Emotions are the way we feel inside and they can affect how we feel about ourselves, other people and how we behave. Some people are able to express their emotions in a helpful way, some people express their emotions in an unhelpful way and some people try to hide their emotions. Happy – doing something you enjoy, someone saying something nice to you Sad – someone dying, falling out with a friend, cancelling something nice because you are ill	Emotion, behave, behaviour, happy, sad, angry, surprised, scared, worried, calm, nervous, anxious, excited, empathy

		<p>I - Identify strategies to manage transitions between classes and key stages</p> <p>Relationships B - Identify strategies for building positive friendships C - Identify strategies for how to include people in friendships D - Identify the impact of bullying and the consequences of hurtful behaviour F - Identify privacy and personal boundaries</p>	<p>Angry – being hit or kicked, being unfairly treated, not getting what you want Surprised – finding out a friend has said unkind things about you, being given a present Scared – being in pain, getting lost, watching something on the news We are all different and may therefore feel different emotions to the same things or may react to an emotion differently. It is important that we try to recognise and understand our emotions and those of other people. Being able to do this can help us to behave positively Deep breathing delivers more oxygen to the brain, releases toxins and relaxes muscles. Deep breathing is something they can do before, during or after experiencing a strong emotion to help calm their body and brain, enabling them to manage difficult emotions more easily. Empathy is the ability to imagine how someone feels. For example, feeling sad when someone else feels sad. This is sometimes referred to as 'wearing another person's shoes'. Having empathy can help us to consider how a person might be feeling, so we can respond appropriately to them.</p>	
RSE - My Body	Body changes and puberty	<p>Health and Wellbeing C - Recognise that feelings can change over time and range in intensity G - Identify the external genitalia and internal reproductive organs and human reproduction</p> <p>Relationships A - Recognise and respect that there are different types of family structure</p>	<p>Changing and growing up can be very exciting, and it can help to know what to expect. We all started as an egg, but not an egg such as one you enjoy eating, a very tiny egg. The egg is a single cell that splits into two cells, and keeps doubling to four, eight, sixteen, thirty-two. This collection of cells is called a foetus. At approximately eight weeks, the foetus is the size of a kidney bean and has a head, little arms and legs. At approximately 24 weeks, the mother will look pregnant and be able to feel the baby moving around inside her. At approximately 40 weeks, the baby is ready to be born. The average baby measures 50cm when it is born. As a foetus grows and changes fast and a baby grows and changes fast after it is born, children continue to grow and change as they become teenagers and then adults. Some of these changes are known as puberty. Puberty is a time when we change from being a child to being a young adult. The body and emotions are very busy during puberty. It is helpful to be ready for puberty so you know what to expect.</p>	Changing, growing, puberty, egg, foetus, baby, children, teenager, adult
RSE - My Relationships	Acceptable and unacceptable physical behaviour	<p>Health and Wellbeing D - Identify the importance of keeping personal information private E - Recognise personal identity and what contributes to who we are J - Recognise basic techniques for dealing with common injuries</p> <p>Relationships E - Respecting the differences and similarities between people and recognising what they have in common with others F - Identify privacy and personal boundaries G - Understand about seeking and giving permission (consent) in different situations H - Recognise where to get advice and report concerns if worried about their own personal safety</p>	<p>People have different ideas about what is appropriate behaviour. Different ideas are fine, although there are some things that are never acceptable to do to another person or for someone to do to you. A public place is somewhere where other people can see you. A private place is somewhere where people cannot see you, are less able to see you or where only a few other trusted people may be. People may have different views based on their culture and family values, and that this is OK. We do not usually use our opposite hand to draw, it can feel uncomfortable. In the same way, some touches can feel uncomfortable. It is important to tell a trusted adult if anyone touches them in a way that makes them feel uncomfortable, in pain or that they find scary. It is the right thing to do even if they have been told that something bad will happen to them if they do.</p>	Behaviour, acceptable, unacceptable, public, private, culture, family values, trust, comfortable, uncomfortable
RSE - My Beliefs	Differences and similarities between people from many factors	<p>Relationships A - Recognise and respect that there are different types of family structure E - Respecting the differences and similarities between people and recognising what they have in common with others</p> <p>Living in the Wider World B - Understand what diversity means and the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>Being different should feel positive and that it is important that we celebrate the ways in which we have both similarities and differences. Everyone has things that are similar to other people and things that are different to other people. It is never OK to be unkind towards someone because they are different in some way. Families all have differences and similarities. For example, some people have one mum, two mums, a mum and dad, a foster dad or live with grandparents and many more. In the same way it is good that we have differences and similarities, it is also great that our families can be similar and different. We all have different likes and dislikes. It is never OK for anyone to be unkind towards another person because they are different in some way. Everyone should celebrate themselves, be proud of themselves and the best version of themselves that they can be.</p>	Different, similar, families, celebrate, mum, dad, stepmum, stepdad, sister, brother, stepsister, stepbrother, halfsister, halfbrother, grandma, grandad
RSE - My Rights and Responsibilities	Marriage is a commitment	<p>Health and Wellbeing C - Recognise that feelings can change over time and range in intensity E - Recognise personal identity and what contributes to who we are</p> <p>Relationships A - Recognise and respect that there are different types of family structure F - Identify privacy and personal boundaries G - Understand about seeking and giving permission (consent) in different situations</p> <p>Living in the Wider World B - Understand what diversity means and the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>Marriage is a commitment that some people choose to make, showing that they are committed to each other for life. Marriage is a legal commitment and should always be a choice. Some people make the decision not to be married and this is OK. What matters is that people choose to be in a relationship and that the relationship is loving and respectful. Two people get married to each other through a wedding. This can be a man and a woman, two women or two men. The wedding day should always feel like a happy and special day, which the wedding couple can look back on with good memories. Different faiths have different traditions and customs. In some cultures it is common for parents or other family members to suggest a husband or wife for their child, but the people getting married can decide if they want to or not. This is called an 'Arranged Marriage'. In an arranged marriage the wedding may take place quite quickly. The basis of the marriage is that the two people have committed to grow their love for each other throughout the rest of their lives</p>	Marriage, commitment, legal, choice, relationship, loving, respectful, wedding, faith, tradition, customs, arranged marriage
RSE - Asking for Help	Recognise when people may need help	<p>Relationships D - Identify the impact of bullying and the consequences of hurtful behaviour F - Identify privacy and personal boundaries G - Understand about seeking and giving permission (consent) in different situations H - Recognise where to get advice and report concerns if worried</p>	<p>People may put us under pressure to do things that they don't want to do. Sometimes the people that are meant to be our friends might try to do this. This is called peer pressure and is unacceptable, especially if it is something that is dangerous. Asking for help is often a brave and sensible thing to do. It can help to keep you and others safe. Reassure pupils that the best thing to do in any of the situations is to tell an adult they trust even if they would find it a hard thing to do or have been told that something bad will happen to them if they do. It is never OK to put someone under pressure to do something that they do not want to do.</p>	Pressure, peer pressure, unacceptable, dangerous, help, trust

		<p>about their own personal safety</p> <p>Living in the Wider World A - Recognise consequences of not adhering to rules and laws C - Recognise that people make spending decisions based on priorities, needs and wants and that people's spending decisions can affect others and the environment</p>		
PSHE - Health and Wellbeing	<p>Influence of food choice</p> <p>Drugs in everyday life</p> <p>Bacteria, diseases and habits</p>	<p>Health and Wellbeing A - Identify choices that support a healthy lifestyle, and recognise what might influence these B - Understand how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health K - Understand why people choose to use or not use drugs and recognise that there are laws</p>	<p>Explain what is meant by a 'balanced lifestyle' for health and wellbeing. Describe the potential short and long term consequences that people's choices can have on maintaining good health. Identify what can influence people's choices about their health and what steps that help make an informed choice. Describe who or what influences their choices about food. Explain what people might consider when making decisions about what to eat and drink. Explain what bacteria and viruses are, how they can affect health and how they are spread. Explain how people can help prevent the spread of bacteria and viruses. Describe a range of simple, everyday hygiene routines. Explain what a habit is. Identify habits that help us and habits that do not. Identify strategies for developing helpful habits. Recognise that although it can be difficult, unhelpful habits can be changed or stopped. Suggest ways that less helpful habits can be changed or stopped. Explain what a drug is (give a definition of 'drug') . Describe how drugs change the way people feel (for example, more relaxed or more energised). Identify some of the risks associated with drugs common in everyday life. Identify some of the laws relating to drugs seen in everyday life. Explain someone might choose or not choose to use a drug. Identify different behaviours around drug use and when a drug can become harmful. Identify where people can get help and support (e.g. smoking cessation services).</p>	<p>Balanced, consequence, health, wellbeing, food, eat, drink, healthy, unhealthy, bacteria, disease, spread, hygiene, virus, habit, drug, law, harmful</p>
PSHE - Relationships	<p>Responding to how people are feeling</p> <p>Acceptable and unacceptable physical contact</p> <p>Confidentiality and secrets</p> <p>Stereotypes</p> <p>Dares</p>	<p>Health and Wellbeing H - Understand change and loss, including death, and how these can affect feelings</p> <p>Relationships B - Identify strategies for building positive friendships D - Identify the impact of bullying and the consequences of hurtful behaviour F - Identify privacy and personal boundaries G - Understand about seeking and giving permission (consent) in different situations H - Recognise where to get advice and report concerns if worried about their own personal safety</p> <p>Living in the Wider World F - Understand how to assess the reliability of sources of information online and how to make safe, reliable choices from search results</p>	<p>Describe a wide range of different feelings. Give examples of how to recognise feelings in others. Describe how feelings can affect thoughts and behaviour. Explain what makes feelings better or worse/what helps/doesn't help. Discuss or demonstrate different responses they can give in response to a range of feelings in others (individually, collectively). Recognise that physical contact that is aggressive or hurtful is not acceptable. Explain that everyone has a right to have their 'body space' respected and that they should respect others' body space. Explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like. Explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused. Explain what it means to keep something confidential or secret. Give reasons for when we should/should not agree to keeping something confidential/secret. Describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about. Explain why no one should ask us to keep a secret we feel uncomfortable about keeping. Identify strategies for speaking up if a secret should not be kept. Give examples of when it is right to change our minds, and when it is ok, or even really important, to break a confidence. Explain how to recognise a 'dare' and give reasons why people might dare others to do things. Explain whether dares always put someone under pressure. Explain why no one should ever feel the need to agree to do a dare. Explain what they can do if they have witnessed someone else being given a dare. Identify people they can talk to/go to if they are worried. Explain what is meant by stereotyping and give some examples of stereotypes (such as gender stereotyping). Identify when stereotypes are challenged and explain how this helps to break down the stereotype. Explain why it is important for stereotypes to be challenged.</p>	<p>Feelings, behaviour, hurt, physical contact, respect, comfortable, uncomfortable, confidential, secret, trust, dare, stereotype, challenged</p>
PSHE - Living in the Wider World	<p>Rights and responsibilities at home and school</p> <p>Values and customs of people around the world</p> <p>Enterprising</p>	<p>Living in the Wider World B - Understand what diversity means and the benefits of living in a diverse community; about valuing diversity within communities C - Recognise that people make spending decisions based on priorities, needs and wants and that people's spending decisions can affect others and the environment D - Understand 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 E - Identify the shared responsibilities we all have for caring for other people and living things</p>	<p>Recognise the relationship between rights and responsibilities. Describe rights and responsibilities they have at home, at school, in the community and environment. Identify steps they can take and the skills they need to help fulfil duties/responsibilities. Give examples of how they can make a difference to local and world-wide environment issues. Identify that the UK is made of people from different religious and ethnic identities. Recognise that this makes the UK a richly diverse community. Identify reasons why people might move from one place to another. Recognise that this has happened for many thousands years (people have always moved from one place / country to another). Identify some of the ways people can show respect for different cultures and identities. Describe customs or traditions celebrated by their own families / community. Identify different traditions that relate to entry into adulthood / adolescence and different celebrations. Describe different traditions from cultures other than their own. Explain how they are similar or different to their own traditions. Explain how we show respect and appreciate the traditions of other cultures. Explain that to be 'enterprising' means to have an idea and thinking about how it could work in reality. Describe 'real life' examples of enterprise in school (e.g. PTA, friends of the school, governors - car boot sales, Christmas Fair stalls, auctions, school</p>	<p>Rights, responsibilities, home, school, community, environment, religion, ethnic, identity, custom, culture, celebration, tradition, respect, enterprising</p>

				discos, non-uniform days). Describe or demonstrate what personal skills or attributes might be needed to start an enterprise.	
YR 5	RSE - My Feelings	Emotions change through puberty	<p>Health and Wellbeing B - Recognise that mental health, just like physical health, is part of daily life and the importance of taking care of mental health C - Identify everyday things that affect feelings and the importance of expressing feelings</p> <p>Relationships B - Identify how positive friendships support wellbeing</p>	<p>Puberty is the process of change when your body matures from a child to an adult. Puberty is an exciting time as they will develop and experience new emotions. All emotions are OK but some are more comfortable than others. Puberty is affected by hormones, and that these hormones affect your emotions. During puberty hormones can change quickly and frequently, causing emotions to change quickly and frequently. This can result in feeling like you are on an emotional rollercoaster. This is a natural experience. Puberty can cause emotions to change. No emotion is 'bad', but some emotions are more comfortable than others. However, some behaviours are unacceptable to exhibit towards another person, therefore it is important to manage your behaviour as well as possible. Activities that are fun and healthy can support them to manage the changing emotions that puberty can cause.</p>	Puberty, body, matures, emotions, comfortable, uncomfortable, mood swing, low self esteem, aggression, depression
	RSE - My Body	Body changes through puberty	<p>Health and Wellbeing A - Understand what constitutes a healthy diet and how to plan healthy meals; understand what good physical health means and how to recognise early signs of physical illness B - Recognise that mental health, just like physical health, is part of daily life and the importance of taking care of mental health C - Identify everyday things that affect feelings and the importance of expressing feelings G - Learn 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)</p> <p>Relationships H - Identify where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>Puberty is the process of change when your body matures from a child to an adult. All physical changes are natural and the physical changes can occur at different times for different people. For boys the penis and testicles grow and the scrotum gradually becomes darker.; pubic hair grows: underarm; legs; arms; chest; back and around the penis; start to sweat more; breasts can temporarily swell slightly; may have erections and wet dreams (involuntary ejaculations of semen as they sleep); voice breaks and gets deeper; Adam's apple may begin to stick out; facial hair begins to grow; develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules); growth spurt – grow taller by approx. 7-8cm per year; body shape changes as shoulders broaden and the body becomes more muscular. One of the things boys may find difficult is the uncontrollability of the penis. The penis can become stiff and stand upright, and this is called an erection. An erection can happen if the penis is touched, rubbed or when the person is feeling excited. It can also happen for no reason at all, including when you don't want it to, such as when you are asleep. Sperm are like microscopic tadpoles. A wet dream is caused because the male body has started to produce sperm, which is stored in the testicles. The body sometimes releases the sperm (known as ejaculation) at night. Wet dreams are a natural part of growing up and a sign that the body is preparing for becoming an adult. It is also natural to never experience a wet dream. For girls breasts grow and become fuller (it is normal for one breast to grow larger than the other and for the breasts to feel painful, lumpy or uncomfortable at this time); pubic hair grows: under arms; legs and around the vagina; sweat more; develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules); white, sticky vaginal discharge; growth spurt – growing taller by approx. 5-7.5cm every year for the next two years; gain weight and body changes shapes (Develop more body fat along their upper arms, thighs and upper back; their hips grow rounder and their waist gets narrower); start periods, which is when blood comes from inside the body out through the vagina and this lasts a few days every month. One of the biggest changes for a girl is to begin to have periods (known as menstruation). Explain that when their period starts, they may notice some blood on the tissue after going to the toilet and/or in their knickers. Menstrual fluid (blood, vaginal fluid and body tissue) is approx. three to four tablespoons over three to seven days. After a girl experiences her first period, she may not have another one for some time, before her periods settle into a pattern of happening approximately every month. An egg is like a microscopic dot, but you have made a larger version so it is possible to see it. A period happens when the body releases an egg from the ovary each month. The egg travels down the fallopian tube, passing through the womb which sheds its lining and leaves the body with the egg through the vagina. A sanitary towel is stuck inside the knickers and a tampon is inserted into the vagina to soak up the blood. Both need to be changed regularly (approx. every four hours). It can take practice to learn to use the sanitary protection, especially tampons but once they are being used correctly they should feel comfortable and make periods easier to manage.</p>	Puberty, body, changes, physical, penis, testicles, scrotum, pubic hair, hair, sweat, breasts, erections, wet dreams, ejaculation, voice breaks, adam's apple, spots, growth spurt, taller, muscle, sperm, egg, vagina, discharge, period, menstruation, blood, tampon, sanitary towel, fallopian tube, womb, ovary
	RSE - My Relationships	Healthy relationships	<p>Health and Wellbeing C - Identify everyday things that affect feelings and the importance of expressing feelings</p> <p>Relationships B - Identify how positive friendships support wellbeing F - Recognise what is appropriate in friendships H - Identify where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>Relationships we are in can impact how we feel about ourselves. A healthy relationship is likely to help them feel confident and mostly happy. Relationships can be close, distant, happy or less happy relationships. It is natural for some relationships to be closer and more enjoyable than others but it is not OK for someone to behave in unacceptable ways within a relationship. If you are finding a relationship difficult to manage, it is helpful to be honest about this and talk to someone that you trust.</p>	Healthy, unhealthy, relationship, close, distant, happy
RSE - My Beliefs	Gender identity and sexual orientation	<p>Relationships D - Recognise strategies to respond to hurtful behaviour experienced or witnessed, offline and online E - Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>Living in the Wider World B - Understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>Identity is what makes you who you are. It is never OK for someone to be unkind to another person because of their identity or who they fall in love with. 'Sex' is a term used to describe the 'private parts' that someone is born with. A boy has a penis and testicles. A girl has a vagina. Some babies are born with some 'private parts' of both a girl and a boy. This is known as 'intersex'. 'Gender' is a term used to describe whether someone feels like a girl or a boy. Some people do not feel the same as the sex that they were born. This is known as 'transgender'. For example, a person may be born with the 'private parts' of a boy and feel like a girl or, born with the 'private parts' of a girl and feel like a boy. Some people fall in love with people of the opposite gender to them. Some people fall in love with people of the same gender as them and this is known as being 'gay' or 'lesbian'.</p>	Identity, sex, intersex, gender, transgender, private parts, penis, vagina, gay, lesbian	

			When two men fall in love they use the term 'gay', when two women fall in love they can use the term 'gay' or 'lesbian'. It is never OK for someone to be unkind to another person because of their identity or who they fall in love with.	
RSE - My Rights and Responsibilities	Keeping safe online	<p>Health and Wellbeing D - Recognising strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others</p> <p>Relationships C - Identify strategies for recognising and managing peer influence and a desire for peer approval in friendships D - Recognise strategies to respond to hurtful behaviour experienced or witnessed, offline and online</p> <p>Living in the Wider World F - Understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	The internet can be used in lots of different ways. Anything can happen to personal information, with or without their permission. That they have a responsibility to think about the information they share, and this includes information that is shared with them about other people. Taking, receiving and sharing a photograph of themselves or someone else's 'private parts' (penis, bottom, vagina, breasts) is illegal. This law is designed to protect children and young people.	Internet, personal information, share, photograph, media, message, law
RSE - Asking for Help	Managing accidental exposure to explicit messages and online material	<p>Health and Wellbeing D - Recognising strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others</p> <p>Relationships C - Identify strategies for recognising and managing peer influence and a desire for peer approval in friendships D - Recognise strategies to respond to hurtful behaviour experienced or witnessed, offline and online H - Identify where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>Living in the Wider World F - Understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	Switching the device off – this would block the image immediately but may still be on there when they switch it back on. Telling a parent/carer what they have found. Reassure pupils that most parents/carers will want to know so that they can make sure that this does not happen again by changing the control settings on the internet/device. People will feel and respond differently to the same scenario. It is important to share how you are feeling, and not to assume that because you find something funny or exciting that other people will. They may feel differently, just as the pupils who moved to different and opposite parts of the room. Sometimes people find things by accident when they are browsing the internet. Sometimes people browse something on purpose because they are curious or excited about it. If you are upset by anything you find online it is always best to tell someone.	Device, internet, exposure, explicit, message, text, image
PSHE - Health and Wellbeing	<p>Different types of health</p> <p>Basic emergency aid</p> <p>Risks and effects of legal and illegal substances</p> <p>Change and loss</p>	<p>Health and Wellbeing B - Recognise that mental health, just like physical health, is part of daily life and the importance of taking care of mental health E - Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth F - Identify hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H - Recognising ways of expressing and managing grief and bereavement J - Identify how to respond and react in an emergency situation and how to identify situations that may require the emergency services K - Recognise mixed messages in the media about drugs, alcohol and smoking/vaping</p>	<p>Identify what is meant by health: physical, mental and emotional health. Explain what can affect health and wellbeing. Identify choices that can have positive, neutral and negative consequences on a person's health and wellbeing. Identify the everyday choices people can make to help take care of their body and mind. Identify the benefits of a balanced lifestyle. Explain what an emergency is (and isn't). Recognise how people react in an emergency and the importance of following basic emergency procedures. Demonstrate some basic emergency aid procedures. Explain or demonstrate steps in how to get help during an emergency, including how to phone 999 and give accurate information. List commonly available legal substances and drugs used in everyday life. Give reasons why someone might use a drug. Recognise that there are laws around substances and drugs – some may be restricted and some are illegal to own, use or give to others. Identify potential effects and risks related to different drugs, including that medicines may have side effects. Explain that there are risks related to the use of any drug. Describe how to manage risks related to drug use in different familiar situations. Identify how to ask for help or advice. Identify potential risks in different environments. Explain safety rules for different places. Explain how people can be prepared for danger and how to keep safe in different places. Describing situations when following the safety rules might be more challenging. Identify language, strategies and skills needed to deal with challenging situations and to recognise when to get help or support. Identify when, how and who to alert if safety is (potentially might become) compromised. Identify changes we experience when growing up. Identify loss through death and what bereavement may look like.</p>	Health, physical, emotional, mental, wellbeing, body, mind, balanced, lifestyle, emergency, 999, accurate information, drug, substance, legal, illegal, help, advice rule, danger, safe, risk, change, loss, death, bereavement
PSHE - Relationships	<p>Recognise unhealthy relationships</p> <p>Types of marriage</p>	<p>Relationships A - Recognise other shared characteristics of healthy family life E - Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>Recognise that everyone has the right to feel safe and happy within a relationship. Identify some signs that a relationship is not healthy. Recognise that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends. Recognise the importance of telling if they (or others) feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship. Identify who they can go to if they are unsure about whether a relationship is healthy and positive, or unable to resolve problems with relationships. Recognise that marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives</p>	Relationship, family, friend, comfortable, uncomfortable, pressure, marriage, commitment, legally binding, forced, teasing, bullying, dare, advice, help, legal, illegal

		Dares and positive challenges	<p>G - Understand about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>H - Identify where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>together.</p> <p>Recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people's parents and their family).</p> <p>Recognise that no one should feel 'forced' to marry and that this / forced marriage is illegal.</p> <p>Identify the difference between arranged marriage and forced marriage.</p> <p>Explain the importance of people reporting forced marriage, including if someone feels threatened or worried, and even if it might upset other people in the family or community.</p> <p>Identify how to ask for help if they are worried and what is likely to happen next if they do so.</p> <p>Identify the difference between a dare and a 'positive challenge'.</p> <p>Suggest possible reasons for giving 'dares' and identify feelings when giving or receiving a 'dare'.</p> <p>Daring someone to do something dangerous or harmful is wrong. If we put someone under pressure, we share the responsibility if something goes wrong.</p> <p>Describe or demonstrate steps they can take to manage dares.</p> <p>Identify people to talk to/ where to go for help and advice and demonstrate how to ask for help.</p>	
	PSHE - Living in the Wider World	<p>Rules and laws</p> <p>Different kinds of responsibilities</p> <p>Religious and ethnic identities of people living in UK</p> <p>How finance plays an important part in our life</p>	<p>Living in the Wider World</p> <p>A - Recognise there are human rights, that are there to protect everyone</p> <p>C - Identify 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</p> <p>D - Recognise what might influence people's decisions about a job or career</p> <p>E - Identify ways of carrying out shared responsibilities for protecting the environment in school and at home</p>	<p>Explain that rules and laws exist to keep us safe and healthy.</p> <p>Explain why different rules are needed in different situations and give examples of how rules and laws are made and enforced.</p> <p>Explain what is meant by a democracy.</p> <p>Describe or demonstrate steps people can take to make and change rules (class/school council, writing to ward councillor, local MP).</p> <p>Identify the different rights, responsibilities, and duties they have in their own lives and how they uphold them.</p> <p>Describe what responsibilities, rights and duties look like in the local community and the environment.</p> <p>Explain how society relies on people carrying out their responsibilities.</p> <p>Describe the skills they need to carry out their responsibilities and how to develop these.</p> <p>Explain that the UK is a richly diverse community. Recognise that people have migrated to and from the UK for many thousands of years.</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Describe the benefits of living in a diverse society.</p> <p>Describe what the lives of people living in other places around the UK / the world may be like.</p> <p>Describe some of the values and customs of a group of people living somewhere else in the world.</p> <p>Give examples of differences and similarities between their life and the lives of people living in other places.</p> <p>Identify the role finance (money) plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy).</p> <p>Explain that some jobs pay more than others and that money is one factor for people in choosing a career/job.</p> <p>Explain why we should be wary of claims made in advertisements.</p> <p>Identify how shops and manufactures use 'deals' (such as three for the price of two) to entice consumers to purchase more.</p> <p>Decide which similar items are the best 'value for money' and explain their view.</p>	<p>Rule, law, democracy, enforce, community, environment, responsibility, diverse, faith, belief, society, custom, value, money, career, advertisement, deal, purchase</p>
YR 6	RSE - My Feelings	How images in the media don't always reflect reality	<p>Health and Wellbeing</p> <p>D - Recognising what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>E - Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Relationships</p> <p>D - Identify how to report concerns and get support to respond to hurtful behaviour experienced or witnessed</p> <p>G - Identify what is appropriate in friendships and wider relationships (including online)</p> <p>H - Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Living in the Wider World</p> <p>B - Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>F - Understand 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</p>	<p>Body image is a term used to describe how you feel about the way you look.</p> <p>We are all physically different from one another and that ideas about what is 'perfect' or 'attractive' vary depending on personal likes and dislikes.</p> <p>Attraction is not just based on someone's physical appearance.</p> <p>The media often manipulates images to create a 'perfect' body, but this is not representative of how anyone actually looks and can be used as a marketing technique to trick us into buying something on the belief that it will help us to look and feel more attractive.</p> <p>Unrealistic media messages can manipulate images to make them look as 'perfect' as possible. Young people also manipulate images of themselves.</p> <p>Family and friends may make negative comments about their own appearance or the appearance of others. Having the confidence to speak up when they overhear this will enable them to help themselves, and the people they care about to feel good about themselves.</p>	<p>Body image, perfect, attractive, likes, dislikes, physical appearance, unrealistic, attractive, manipulate</p>
	RSE - My Body	Sexual intercourse	<p>Health and Wellbeing</p> <p>G - Understand 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</p> <p>Relationships</p> <p>A - Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>G - Identify what is appropriate in friendships and wider relationships (including online)</p> <p>H - Recognise pressure from others to do something unsafe or that</p>	<p>Sexual intercourse is a physical activity that a man and a woman do to conceive a baby.</p> <p>Sexual intercourse is a natural activity and there is nothing for them to feel uncomfortable or embarrassed about when they are discussing the sexual parts of the body, sexual intercourse or conception.</p> <p>Physical changes of puberty allow for the transition of child to adult, enabling the body to prepare for being able to reproduce.</p> <p>Sexual intercourse begins with a man and a woman touching each other's bodies.</p> <p>They may be naked and they may touch their own and each other's bodies, including their sexual organs (penis/testicles and vagina). This should feel comfortable and enjoyable.</p> <p>The woman's vagina becomes wet and her clitoris may become hard. The man's penis changes from being soft to being hard, this is called an erection.</p> <p>The man slides his erect penis inside the woman's wet vagina. This should not hurt as the vagina is wet and stretches to accommodate the penis.</p> <p>The man and woman move their bodies so that the penis slides backwards and forwards inside the vagina.</p>	<p>Sexual intercourse, conception, puberty, reproduce, naked, sexual organs, penis, testicals, vagina, clitiros, erection, ejaculates, semen, sperm, egg, ovary, fallopian tube, womb, fertilize, baby</p>

			<p>makes them feel uncomfortable and strategies for managing this</p>	<p>After the man and woman have had sexual intercourse for a while, the man's penis ejaculates a white sticky fluid called semen, which contains sperm. A woman releases an egg from her ovary every month. It travels down the fallopian tube and into the womb. Sperm is ejaculated from the erect penis into the vagina. The sperm swims from the vagina to the womb. If the sperm reaches an egg, one sperm will fertilise the egg to make a baby. The fertilised egg starts to grow inside the uterus. After approximately nine months the baby is ready to be born. It leaves the body through the vagina, which stretches to allow the baby to pass through.</p>	
RSE - My Relationships	Discrimination and prejudice	<p>Health and Wellbeing E - Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth I - Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Relationships F - Understand what discrimination means and how to challenge it H - Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Living in the Wider World A - Recognise the relationship between rights and responsibilities B - Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>People are romantically attracted to a range of different types of people and that attraction varies from one person to another. Some people are attracted to people of a different gender to them, some people are attracted to people of the same gender as them and some people are attracted to both. What matters is that people feel comfortable and safe to be themselves. It is unacceptable to use words that describe any gender or sexuality as an insult. This is known as homophobic, biphobic or transphobic bullying. Everyone has the right to be respected as individuals. Gender - Whether you describe yourself as a boy, or a girl. Cisgender - Feeling the same gender as the sex you were born. Transgender - Feeling a different gender to the sex you were born. Pangender - Someone who does not feel like a boy or a girl. Sex - The sexual organs you were born with. Intersex - Being born with features of both male and female sexual organs. Sexuality - Who you are attracted to. Gay - Being attracted to someone of the same gender as you. Lesbian - A woman who is attracted to women. Bisexual - Someone who is attracted to both men and women.</p>	Homophobi, biphobic, transphobic, bullying, gender, sexuality, cisgender, transgender, pangender, sex, intersex, gay, lesbian, bisexual	
RSE - My Beliefs	Cultural practises that are against the law including FGM	<p>Health and Wellbeing D - Recognising what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact G - Understand 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</p> <p>Relationships D - Identify how to report concerns and get support to respond to hurtful behaviour experienced or witnessed E - Recognise how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>Living in the Wider World A - Recognise the relationship between rights and responsibilities B - Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>Female genital mutilation is sometimes referred to as FGM. FGM breaches a person's human rights and is considered a form of abuse. FGM is illegal in this country and many other countries around the world. FGM can only happen to girls. Some boys are circumcised which is the surgical removal of some or all of the foreskin (the skin that covers the tip of the penis) and that this is legal. Some girls are circumcised. This is called female genital mutilation (FGM) and is the removal of the clitoris and sometimes it can also include sewing the vagina together so that only a small hole is left to urinate and menstruate (having a period) through. All types of FGM are illegal. FGM is a very dangerous procedure that can cause many complications, including death. FGM does not serve a positive function for women. FGM denies girls their rights as a child under the United Convention of the Rights of a Child, Article 19 which states that they have a 'right to be protected from being hurt or mistreated'. FGM can also make sexual activity an uncomfortable and painful experience, instead of a pleasurable activity. It is against the law to have FGM in the UK or to arrange for a child to be sent abroad for FGM and is punishable by a prison sentence.</p>	FGM, abuse, human rights, circumcised, legal, illegal, clitiros, vagina	
RSE - My Rights and Responsibilities	Infections can be spread during sexual intercourse	<p>Health and Wellbeing G - Understand 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</p> <p>Relationships A - Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice B - Understand what constitutes a positive healthy friendship G - Identify what is appropriate in friendships and wider relationships (including online)</p> <p>Living in the Wider World A - Recognise the relationship between rights and responsibilities</p>	<p>If a person with a cold sneezed in the classroom, they could give the cold to other people as microscopic droplets of moisture carrying the cold virus fly out into the room. The microscopic droplets can enter another person's body and infect them. Similarly, infections that are carried in other bodily fluids such as blood can easily spread. This means that people can share infections when they have sexual intercourse as the vagina becomes wet (which is a bodily fluid) and sperm is released into the vagina. Most infections, including those that are transmitted during sexual intercourse, can be treated with antibiotics. However, some infections can be hard to treat and may cause problems if left untreated for a long time, such as leaving someone unable to have a baby. Some infections can also lead to death but this is quite rare. A condom is like a small, stretchy plastic bag that can be rolled onto the penis to catch the semen that comes out of the tip of the penis. This prevents semen from entering another person's body and any bodily fluids from the other person entering the tip of the penis. Some adults use a condom if they want to have sex but do not want to have a baby as it catches the semen, stopping the sperm from being able to swim to the egg STI stands for sexually transmitted infection and is spread through sexual activity. An STI might have no symptoms so it might be hard to know you have one. A condom can help to prevent against STI's and prevent pregnancy.</p>	Virus, infect, fluid, spread, infection, egg, sperm, penis, vagina, transmitted, sexual intercourse, condom, sexually transmitted disease, prevent, pregnancy	
RSE - Asking for Help	Know who, when and how to ask for help	<p>Health and Wellbeing C - Recognise strategies to respond to feelings, intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>Most people will experience problems at various points in their life. It is often better to share a problem with someone else who you trust, so that they can help to guide you and support you to access the help you need to manage the problem. Life is not always smooth sailing and it is likely that they may experience problems and challenges throughout their lives. Problems can get in the way of us enjoying our life and may change its direction if we do not manage the problem appropriately. There are targeted local support services, as well as generic options such as a teacher and quality assured online support.</p>	Problems, guide, support, help, manage, challenges, services	

		<p>D - Recognising what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>F - Identify 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</p> <p>K - Identify organisations that can support people concerning alcohol, tobacco and nicotine or other drug use</p> <p>Relationships</p> <p>A - Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>E - Recognise how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>H - Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Living in the Wider World</p> <p>B - Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>		
PSHE - Health and Wellbeing	<p>Healthy lifestyles</p> <p>Loss and bereavement</p> <p>Drugs</p> <p>Mobile phone safety</p>	<p>Health and Wellbeing</p> <p>A - Understand the benefits to health and wellbeing of eating nutritionally rich foods and risks associated with not eating a healthy diet</p> <p>B - Recognise strategies and behaviours that support mental health</p> <p>E - Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>F - Identify 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</p> <p>H - Understand ways of expressing and managing grief and bereavement</p> <p>I - Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>K - Identify organisations that can support people concerning alcohol, tobacco and nicotine or other drug use</p>	<p>Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional. Analyse the positive and negative influences on choices related to health.</p> <p>Describe the influence of media advertising / celebrity culture on health and lifestyle choices.</p> <p>Explain how people might approach making an informed decision in relation to health and wellbeing.</p> <p>Describe the benefits of a balanced lifestyle.</p> <p>Explain a balanced diet contributes to a person's general health and wellbeing.</p> <p>Explain the variety of ways people might be influenced in their choices about food and drink.</p> <p>Evaluate why someone might choose one type of meal over another (e.g. home-cooked and takeaway) and how either can affect health.</p> <p>Explain how people can make informed decisions about what to eat or drink in different situations and justify the approach taken.</p> <p>Describe different examples of change that occur in life and how these can cause conflicting feelings and emotions.</p> <p>Explain when / why change might include feelings of loss.</p> <p>Explain the process of grieving, how it can feel and how grief is expressed.</p> <p>Identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school).</p> <p>Describe what helps people to cope with the feelings associated with loss, change and transition.</p> <p>Identify appropriate places to ask for help and support for different aspects of change.</p> <p>Explain how increased freedom as they get older means potentially having more risks to negotiate.</p> <p>Explain the reasons why someone might choose to use a drug.</p> <p>Explain that there are laws about which substances are available to anyone, some can only be purchased and should only be used by adults.</p> <p>Explain the possible effects and risks of different drugs.</p> <p>Explain that there are risks related to the use of any drug (including side effects of medicines) and that drugs can affect people differently.</p> <p>Describe or demonstrate how to manage risks related to drug use in different familiar situations including managing pressure from others assertively.</p> <p>Identify the potential wider impact of drug misuse use on families and communities.</p> <p>Recognise situations where mobile phone safety might be compromised.</p> <p>Explain ways they can help keep their phone safe and prevent mobile phone theft.</p> <p>Describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep).</p> <p>Identify positive mobile phone user habits to help maintain health and wellbeing (such as switching their phone off at night).</p> <p>Recognise the importance of managing their own use of their mobile phone.</p>	<p>Activity, physical, mental, emotional, health, culture, wellbeing, food, drink, change, transition, loss, grief, safe, risk, drug, legal, illegal, pressure, mobile phone</p>
PSHE - Relationships	<p>Committed and loving relationships</p> <p>Secrets and confidentiality</p> <p>Goals</p> <p>Disputes in relationships</p>	<p>Relationships</p> <p>B - Understand what constitutes a positive healthy friendship</p> <p>C - Explain how friendships can change over time and recognise strategies to resolve disputes and reconcile differences positively and safely</p> <p>D - Identify how to report concerns and get support to respond to hurtful behaviour experienced or witnessed</p> <p>G - Identify what is appropriate in friendships and wider relationships (including online)</p> <p>Living in the Wider World</p> <p>A - Recognise the relationship between rights and responsibilities</p> <p>D - Identify some of the skills that will help them in their future careers Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>Describe different kinds of loving relationships.</p> <p>Identify the qualities that enable these relationships to flourish.</p> <p>Explain the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship.</p> <p>Explain what this means in an emotional and physical sense.</p> <p>Describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy.</p> <p>Explain how relationships can change (as we grow up or as circumstances change).</p> <p>Explain why sometimes relationships may change or end.</p> <p>Evaluate all the reasons they can identify for keeping something confidential or secret.</p> <p>Explain why keeping a secret might compromise personal safety or the safety of others.</p> <p>Explain people's right to share a secret or break a confidence they feel confused or uncomfortable keeping.</p> <p>Suggest ways to identify whether someone should or should not agree to break a confidence or share a secret.</p> <p>Identify whom to talk to for support and guidance, in school, outside school, online or by phone.</p> <p>Demonstrate strategies that can be used to challenge viewpoints or raise concerns in a positive and non-threatening manner.</p> <p>Explain why we have a responsibility to care about and protect other people's feelings in order for a relationship to be healthy and positive.</p> <p>Give reasons for how this skill can help to develop mutual respect in a relationship.</p> <p>Describe shared goals that have been achieved by collaboration (class, community, country).</p> <p>Explain the importance of everyone playing their part to ensure shared goals are achieved.</p> <p>Describe or demonstrate strategies that can be used to ensure collaboration is positive and inclusive.</p> <p>Identify skills needed for future careers.</p>	<p>Relationship, quality, healthy, emotional, change, grow, end, confidential, secret, personal safety, confidence, support, guidance, feelings, goals, collaboration, dispute, conflict, argue, feedback, support</p>

				<p>Recognise different routes to take to help in future career choice.</p> <p>Evaluate the different ways to resolve disputes and conflict in class, playground and home.</p> <p>Demonstrate language to use to give constructive feedback to others in negotiation/compromise situations.</p> <p>Describe how it feels to receive constructive feedback/support.</p>	
	PSHE - Living in the Wider World	<p>Human rights</p> <p>Anti social behaviour</p> <p>Conflicts and disputes</p>	<p>Living in the Wider World</p> <p>A - Recognise the relationship between rights and responsibilities</p> <p>B - Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>C - Identify the ways that money can impact on people's feelings and emotions</p> <p>E - Identify how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>Explain what 'human rights' mean to them and how they can demonstrate these rights in the classroom, school and wider community.</p> <p>Identify that not all people have their human rights met.</p> <p>Describe how life can be for children living and growing up in places where their human rights are not recognised.</p> <p>Identify some organisations that work to help people whose human rights aren't being met and explain how they work to meet those needs.</p> <p>Explain what is meant by anti-social behaviour.</p> <p>Describe the potential physical, social and emotional consequences of anti-social and aggressive behaviours on others.</p> <p>Justify why bullying, hurtful behaviour, including when prejudice-based, (e.g. racism, homophobia, and disablist language) is always wrong.</p> <p>Give examples of or demonstrate strategies that can be used to defuse aggressive behaviour.</p> <p>Identifying when managing other people's behaviour is beyond their ability and where and who to go to for help.</p> <p>Explain what someone can do if they are at risk of getting involved in anti-social behaviour themselves.</p> <p>Identify appropriate examples of where people can help, advice and support regarding anti-social.</p> <p>Identify situations when conflict, disputes or differences might arise.</p> <p>Describe the choices people need to make in order to help resolve differences.</p> <p>Explain ways of seeing others' points of view (e.g. hot seating, stepping into someone else's shoes).</p> <p>Identify how this can help people make decisions or form their own viewpoints.</p> <p>Identify the ways that money can impact people's feelings and emotions.</p> <p>Identify how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p>	<p>Human rights, community, convention, anti-social, behaviour, bullying, prejudice, advice, support, help, dispute, argue, differences, resolve, solve, point of view, money, save, budget, emotion, environment, recycle, reuse, reduce</p>
YR 6+	<p>Children have the appropriate information and skills to form positive beliefs, values and attitudes in an inclusive environment.</p> <p>Children have a strong foundation to be successful in life.</p> <p>Children have open views and support mutual respect and celebration of self and others.</p> <p>Children are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.</p>				