

PSHE Curriculum



Vision & Intent

Page 1

Long Term Plan

Page 3

PSHE Curriculum Coverage

Knowledge & Skills Progression

Page 20

Vocabulary Banks

Page 29

Vision & Intent

Vision

Our school vision for pupils is for them to be *Joyful & Equipped to Succeed & Serve*. Teaching and learning in PSHE plays a part in that vision. At Dent CE Primary, we aim to equip children with essential skills for life. Our comprehensive scheme of work for Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education, and Citizenship Education aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to enhance their wellbeing.

Intent

Through PSHE lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Our PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual, and cultural development and provide children with teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

Dent CE Primary's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association [Programme of Study](#) which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. Our scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

The three core areas of PSHE are delivered through twelve thematic units, each consisting of six lessons. The units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. The PSHE units are designed for delivery in a creative manner, using many approaches such as role play, discussion, and games, in groupings of various sizes. These activities enable children to build confidence and resilience. Teachers communicate with parents and carers about how and why each theme is covered and with suggestions for extending the learning at home, where appropriate.

Assessment for learning opportunities is built into each lesson and enhanced by the baseline and summative assessment activities included in each unit, which enable self-evaluation and reflective learning and allow teachers to evaluate, assess and record progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity to build on prior learning, and ends with an opportunity to consolidate and reflect upon the lesson's learning objectives.

Impact

Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust, and respect, and know when and how they can seek the support of others. Our PSHE scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care, and contribute positively to the wellbeing of those around them. This can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face, ensuring that all children can develop the knowledge, skills, and attributes they need to succeed at school and in the wider world.

Key Stage 1 Long Term Plan

Year	Autumn	Spring	Summer
Year 1	<ul style="list-style-type: none">• Think Positive• Be Yourself	<ul style="list-style-type: none">• Digital Wellbeing• Diverse Britain	<ul style="list-style-type: none">• Aiming High• It's My Body
Year 2	<ul style="list-style-type: none">• VIPs• TEAM	<ul style="list-style-type: none">• Money Matters• Safety First	<ul style="list-style-type: none">• One World• Growing Up

Key Stage 2 Long Term Plan

	Autumn Term	Spring Term	Summer Term
Year 3/5	<ul style="list-style-type: none">• VIPs• TEAM	<ul style="list-style-type: none">• Money Matters• Safety First	<ul style="list-style-type: none">• One World• Growing Up
Year 4/6	<ul style="list-style-type: none">• Think Positive• Be Yourself	<ul style="list-style-type: none">• Digital Wellbeing• Diverse Britain	<ul style="list-style-type: none">• Aiming High• It's My Body

PSHE Association Curriculum Coverage KS1

Health and Wellbeing	Year 2	Year 1
Healthy Lifestyles (physical wellbeing)	Healthy Lifestyles	Healthy Lifestyles
H1. about what keeping healthy means; different ways to keep healthy	H1.	H1. It's My Body; Think Positive
H2. about foods that support good health and the risks of eating too much sugar	H2.	H2. It's My Body
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H3.	H3. It's My Body
H4. about why sleep is important and different ways to rest and relax	H4.	H4. It's My Body
H5. simple hygiene routines that can stop germs from spreading	H5.	H5. It's My Body
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	H6.	H6. It's My Body
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	H7.	H7. It's My Body
H8. how to keep safe in the sun and protect from sun damage	H8. Safety First	H8. It's My Body
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	H9.	H9. It's My Body
H10. about the people who help us to stay physically healthy	H10.	H10. It's My Body
Mental Health	Mental Health	Mental Health
H11. about different feelings that humans can experience	H11.	H11. Think Positive
H12. how to recognise and name different feelings	H12.	H12. Think Positive; Be Yourself
H13. how feelings can affect people's bodies and how they behave	H13.	H13. Think Positive; Be Yourself
H14. how to recognise what others might be feeling	H14.	H14. VIPs; Be Yourself
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	H15.	H15. Be Yourself
H16. about ways of sharing feelings; a range of words to describe feelings	H16.	H16. VIPs; Be Yourself
H17. about things that help people feel good (e.g. Playing outside, doing things they enjoy, spending time with family, getting enough sleep)	H17.	H17. Think Positive
H18. different things they can do to manage big feelings; to help calm themselves down and/or change their mood when they don't feel good	H18.	H18. Think Positive; Be Yourself
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	H19.	H19. Think Positive; Be Yourself
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	H20. Growing Up	H20. Be Yourself

PSHE Association Curriculum Coverage KS1

Health and Wellbeing	Year 2	Year 1
Ourselves, growing and changing	Ourselves, growing and changing	Ourselves, growing and changing
H21. to recognise what makes them special	H21.	H21. Be Yourself; Aiming High
H22. to recognise the ways in which we are all unique	H22. Growing Up	H22. Be Yourself
H23. to identify what they are good at; what they like and dislike	H23. VIPs; TEAM	H23. Think Positive; Be Yourself; Aiming High
H24. how to manage when finding things difficult	H24.	H24. Think Positive; Aiming High
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	H25. Growing Up	H25.
H26. about growing and changing from young to old and how people’s needs change	H26. Growing Up	H26.
H27. about preparing to move to a new class/year group	H27. Growing Up	H27.
Keeping Safe	Keeping Safe	Keeping Safe
H28. about rules and age restrictions that keep us safe	H28. Safety First	H28. Digital Wellbeing
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H29. Safety First	H29. It’s My Body
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	H30. Safety First	H30.
H31. that household products (including medicines) can be harmful if not used correctly	H31. Safety First	H31.It’s My Body
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	H32. Safety First	H32.
H33. about the people whose job it is to help keep us safe	H33. VIPs; Safety First	H33.
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	H34.	H34. Digital Wellbeing
H35. about what to do if there is an accident and someone is hurt	H35. Safety First	H35.
H36. how to get help in an emergency (how to dial 999 and what to say)	H36. Safety First	H36.
Drugs, alcohol and tobacco	Drugs, alcohol and tobacco	Drugs, alcohol and tobacco
H37. about things that people can put into their body or on their skin; how these can affect how people feel	H37.	H37. It’s My Body

PSHE Association Curriculum Coverage KS1

Relationships	Year 2	Year 1
Families and close positive relationships	Families and close positive relationships	Families and close positive relationships
R1. roles different people (e.g. acqu's, friends and relatives) play in our lives;	R1. TEAM	R1
R2. To identify the people who love and care for them and what they do to help them feel cared for;	R2. TEAM; One World	R2.
R3. About different types of families including those that may be different to their own;	R3. VIPs; One World; Growing Up	R3.
R4. to identify common features of family life	R4. VIPs; One World; Growing Up	R4.
R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	R5. VIPs; Growing Up	R5.
Friendships	Friendships	Friendships
R6. About how people make friends and what makes a good friendship	R6. VIPs; TEAM	R6.
R7. About how to recognise when they or someone else feels lonely and what to do;	R7. VIPs; TEAM	R7.
R8. Simple strategies to resolve arguments between friends positively	R8. VIPs	R8.
R9. How to ask for help if a friendship is making them feel unhappy	R9. VIPs; TEAM	R9.
Managing hurtful behaviour and bullying	Managing hurtful behaviour and bullying	Managing hurtful behaviour and bullying
R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online	R10. VIPs; TEAM	R10. Digital Wellbeing
R11. About how people may feel if they experience hurtful behaviour or bullying	R11. VIPs; TEAM	R11. Digital Wellbeing
R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	R12. VIPs; TEAM	R12. Digital Wellbeing
Safe relationships	Safe relationships	Safe relationships
R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	R13. Safety First, Growing Up	R13.
R14. That sometimes people may behave differently online, including by pretending to be someone they are not	R14. Safety First	R14. Digital Wellbeing
R15. How to respond safely to adults they don't know	R15. Safety First	R15. Digital Wellbeing

PSHE Association Curriculum Coverage KS1

Relationships	Year 2	Year 1
Safe relationships	Safe relationships	Safe relationships
R16. About how to respond if physical contact makes them feel uncomfortable or unsafe	R16. VIPs; Safety First; Growing Up	R16. It's My Body
R17. About knowing there are situations when they should ask for permission and also when their permission should be sought	R17.	R17. It's My Body
R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	R18. Safety First	R18. It's My Body
R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	R19. Safety First; Growing Up	R19.
R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	R20. Safety First; GrowingUp	R20. It's My Body
Respecting self and others	Respecting self and others	Respecting self and others
R21. About what is kind and unkind behaviour, and how this can affect others	R21. VIPs; TEAM	R21. Think Positive; Diverse Britain
R22. About how to treat themselves and others with respect; how to be polite and courteous	R22. TEAM	R22.
R23. To recognise the ways in which they are the same and different to others	R23. TEAM; Growing Up	R23. Diverse Britain; Aiming High
R24. How to listen to other people and play and work cooperatively	R24. VIPs; TEAM; Growing Up	R24.
R25. How to talk about and share their opinions on things that matter to them	R25. VIPs	R25. Think Positive; Be Yourself; Diverse Britain; Aiming High

PSHE Association Curriculum Coverage KS1

Living in the Wider World	Year 2	Year 1
Shared Responsibilities	Shared Responsibilities	Shared Responsibilities
L1. about what rules are, why they are needed, and why different rules are needed for different situations	L1. One World	L1. Diverse Britain
L2. how people and other living things have different needs; about the responsibilities of caring for them	L2. One World	L2. Diverse Britain
L3. about things they can do to help look after their environment	L3. One World	L3. Diverse Britain
Communities	Communities	Communities
L4. about the different groups they belong to	L4.	L4. Diverse Britain
L5. about the different roles and responsibilities people have in their community	L5.	L5. Diverse Britain
L6. to recognise the ways they are the same as, and different to, other people	L6. One World	L6. Diverse Britain
Media literacy & digital resilience	Media literacy & digital resilience	Media literacy & digital resilience
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others	L7.	L7. Digital Wellbeing
L8. about the role of the internet in everyday life	L8.	L8. Digital Wellbeing
L9. that not all information seen online is true	L9.	L9. Digital Wellbeing
Economic Wellbeing	Economic Wellbeing	Economic Wellbeing
L10. what money is; forms that money comes in; that money comes from different sources	L10. Money Matters	L10.
L11. that people make different choices about how to save and spend money	L11. Money Matters	L11.
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want	L12. Money Matters	L12.
L13. that money needs to be looked after; different ways of doing this	L13. Money Matters	L13.
L14. that everyone has different strengths	L14.	L14. Aiming High
L15. that jobs help people to earn money to pay for things	L15. Money Matters	L15. Aiming High
L16. different jobs that people they know or people who work in the community do	L16. Money Matters	L16. Aiming High
L17. about some of the strengths and interests one might need for certain jobs	L17.	L17. Aiming High

PSHE Association Curriculum Coverage KS2

Health and Wellbeing	Year 3/5	Year 4/6
Healthy lifestyles (physical wellbeing)	Healthy lifestyles	Healthy lifestyles
H1. how to make informed decisions about health	H1.	H1. It's My Body
H2. about the elements of a balanced, healthy lifestyle	H2.	H2. It's My Body
H3. about choices that support a healthy lifestyle; recognise what might influence these	H3.	H3. Think Positive; It's My Body
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	H4.	H4. Think Positive; It's My Body
H5. about what good physical health means; recognise early signs of physical illness	H5.	H5. It's My Body
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	H6.	H6. It's My Body
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	H7.	H7. It's My Body
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	H8.	H8. It's My Body
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; wider importance of personal hygiene and how to maintain it	H9.	H9. It's My Body
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	H10.	H10. It's My Body
H11. how to maintain good oral hygiene (inc. correct brushing and flossing); why regular visits to the dentist are essential; impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks e.g. fruit juices, smoothies and fruit teas; effects of smoking)	H11.	H11. It's My Body
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	H12.	H12. It's My Body
H13. about the benefits of the internet; importance of balancing time on/offline	H13.	H13. Digital Wellbeing
H14. how and when to seek support; which adults to speak to inside/outside school ,if worried about their health	H14.	H14. It's My Body

PSHE Association Curriculum Coverage KS2

Health and Wellbeing	Year 3/5	Year 4/6
Mental Health	Mental Health	Mental Health
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	H15.	H15. Think Positive; Be Yourself
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	H16.	H16. Think Positive
H17. to recognise that feelings can change over time and range in intensity	H17.	H17. Think Positive; Be Yourself
H18. about everyday things that affect feelings and the importance of expressing feelings	H18. TEAM	H18. Think Positive; Be Yourself
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways	H19. TEAM	H19. Think Positive; Be Yourself
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	H20.	H20. Think Positive; Be Yourself
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	H21.	H21. Think Positive
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	H22.	H22. Think Positive
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	H23.	H23. Think Positive; Be Yourself
H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	H24. TEAM	H24. Think Positive; Be Yourself

PSHE Association Curriculum Coverage KS2

Health and Wellbeing	Year 3/5	Year 4/6
Ourselves, growing and changing	Ourselves, growing and changing	Ourselves, growing and changing
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	H25.	H25. Be Yourself; Diverse Britain
H26. that for some people gender identity does not correspond with their biological sex	H26. Growing Up	H26. Be Yourself
H27. to recognise their individuality and personal qualities	H27.	H27. Be Yourself; Aiming High
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	H28.	H28. Think Positive; Be Yourself; Aiming High
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	H29.	H29. Think Positive; Be Yourself; Aiming High
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	H30. Growing Up	H30.
H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	H31. Growing Up	H31.
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	H32. Growing Up	H32.
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ¹	H33. Growing Up	H33.
H34. about where to get more information, help and advice about growing and changing, especially about puberty	H34. Growing Up	H34.
H35. about the new opportunities and responsibilities that increasing independence may bring	H35. Safety First	H35.
H36. strategies to manage transitions between classes and key stages	H36. TEAM	H36. Think Positive

PSHE Association Curriculum Coverage KS2

Health and Wellbeing	Year 3/5	Year 4/6
Keeping Safe	Keeping Safe	Keeping Safe
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, genres and online gaming)	H37. Safety First	H37. Digital Wellbeing
H38. how to predict, assess and manage risk in different situations	H38. Safety First	H38. It's My Body
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe	H39. Safety First	H39.
H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)	H40. Safety First	H40.
H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	H41. Safety First	H41.
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves or others, what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content or contact	H42.	H42. Digital Wellbeing
H43. what is meant by first aid; basic techniques for dealing with common injuries	H43. Safety First	H43.
H44. how to respond and react in emergency situations; how to identify situations that might require the emergency services; how to contact them and what to say	H44. Safety First	H44.
H45. that female genital mutilation (FGM) is against British law; what to do and whom to tell if they think they or someone they know might be at risk	H45. Safety First	H45. It's My Body
Drugs, alcohol and tobacco	Drugs, alcohol and tobacco	Drugs, alcohol and tobacco
H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	H46. Safety First	H46. It's My Body
H47. to recognise that there are laws on the use of legal drugs and that some drugs are illegal to own, use and give to others	H47. Safety First	H47.
H48. why people choose to use or not use drugs (inc nicotine, alcohol, medicines)	H48. Safety First	H48. It's My Body
H 49. about mixed messages in the media about drugs (inc smoking, vaping, alcohol)	H 49. Safety First	H 49.
H 50. organisations that can support people; people they can talk to	H 50. Safety First	H 50.

PSHE Association Curriculum Coverage KS2

Relationships	Year 3/5	Year 4/6
R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	R1. VIPs ; Growing Up	R1.
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	R2. Growing Up	R2.
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	R3. Growing Up	R3.
R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others	R4. Growing Up	R4.
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart	R5. Growing Up	R5.
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	R6. VIPs	R6.
R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability	R7. Growing Up	R7.
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty	R8. VIPs; Growing Up	R8.
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	R9. Safety First; VIPs	R9.
Friendships	Friendships	Friendships
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	R10. VIPs	R10.
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships	R11. VIPs; TEAM	R11.

PSHE Association Curriculum Coverage KS2

Relationships	Year 3/5	Year 4/6
Friendships	Friendships	Friendships
R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face	R12.	R12. Digital Wellbeing
R13. the importance of seeking support if feeling lonely or excluded	R13. TEAM	R13. Think Positive; Be Yourself
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	R14. VIPs	R14.
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	R15. VIPs	R15. Digital Wellbeing; Be Yourself
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends	R16. VIPs	R16.
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	R17 VIPs; TEAM	R17
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	R18. VIPs; Safety First	R18. It’s My Body
Managing hurtful behaviour and bullying	Managing hurtful behaviour and bullying	Managing hurtful behaviour and bullying
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	R19. VIPs	R19. Digital Wellbeing
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	R20. VIPs	R20. Digital Wellbeing
R21. about discrimination: what it means and how to challenge it	R21. VIPs	R21. Digital Wellbeing; Diverse Britain
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);	R22. VIPs	R22. Digital Wellbeing
R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns	R23.	R23. Digital Wellbeing
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	R24. Safety First	R24. Digital Wellbeing

PSHE Association Curriculum Coverage KS2

Relationships	Year 3/5	Year 4/6
Managing hurtful behaviour and bullying	Managing hurtful behaviour and bullying	Managing hurtful behaviour and bullying
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	R25. VIPs	R25. It's My Body
R26. about seeking and giving permission (consent) in different situations	R26. VIPs	R26. It's My Body
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret	R27. VIPs	R27. It's My Body
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	R28. Safety First	R28. Digital Wellbeing; Be Yourself
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	R29. Safety First	R29. Digital Wellbeing; Be Yourself
Respecting self and others	Respecting self and others	Respecting self and others
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	R30. VIPs; TEAM	R30. Be Yourself
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	R31.	R31. Be Yourself; Diverse Britain
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background	R32. One World	R32. Diverse Britain
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	R33.	R33. Diverse Britain
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	R34. One World	R34. Diverse Britain

PSHE Association Curriculum Coverage KS2

Living in the Wider World

Shared responsibilities
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2. to recognise there are human rights, that are there to protect everyone
L3. about the relationship between rights and responsibilities
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
Communities
L6. about the different groups that make up their community; what living in a community means
L7. to value the different contributions that people and groups make to the community
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
Media literacy & digital resilience
L11 recognise ways in which the internet and social media can be used both positively and negatively
L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
L13. about some of the different ways information and data is shared and used online, including for commercial purposes
L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

Year 3/5

Shared responsibilities
L1.
L2. One World
L3. One World
L4. One World
L5. One World
Communities
L6.
L7. One World
L8. One World
L9. One World
L10.
Media literacy & digital resilience
L11.
L12.
L13.
L14.

Year 4/6

Shared responsibilities
L1. Diverse Britain
L2. Diverse Britain
L3. Diverse Britain
L4. Diverse Britain
L5.
Communities
L6. Diverse Britain
L7. Diverse Britain
L8. Diverse Britain
L9. Diverse Britain; Aiming High
L10. Diverse Britain
Media literacy & digital resilience
L11. Digital Wellbeing; Be Yourself
L12. Digital Wellbeing
L13. Digital Wellbeing
L14. Digital Wellbeing

PSHE Association Curriculum Coverage KS2

Living in the Wider World

Media literacy & digital resilience
L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
Economic Wellbeing: Money
L17. about the different ways to pay for things and the choices people have about this
L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
L20. to recognise that people make spending decisions based on priorities, needs and wants
L21. different ways to keep track of money
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
L24. to identify the ways that money can impact on people's feelings and emotions

Year 3/5

Media literacy & digital resilience
L15.
L16.
Economic Wellbeing: Money
L17. Money Matters
L18. Money Matters
L19. One World; Money Matters
L20. Money Matters
L21. Money Matters
L22. Money Matters
L23. Money Matters
L24. Money Matters

Year 4/6

Media literacy & digital resilience
L15. Digital Wellbeing
L16. Digital Wellbeing; Be Yourself
Economic Wellbeing: Money
L17.
L18.
L19.
L20.
L21.
L22.
L23.
L24.

PSHE Association Curriculum Coverage KS2

Living in the Wider World	Year 3/5	Year 4/6
Economic Wellbeing: Aspirations, work and career	Economic Wellbeing	Economic Wellbeing
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	L25.	L25. Aiming High
L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life	L26. Money Matters	L26. Aiming High
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them	L27.	L27. Aiming High
L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	L28.	L28. Aiming High
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	L29. Money Matters	L29. Aiming High
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	L30.	L30. Aiming High
L31. to identify the kind of job that they might like to do when they are older	L31. Money Matters	L31.
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	L32. Money Matters	L32. Aiming High

Strands	Key Stage 1	Key Stage 2
<p>Health and Wellbeing</p> <p>Healthy life-styles (physical well-being)</p>	<ul style="list-style-type: none"> • Know about what being healthy means; different ways to keep healthy • Know about foods that support good health and the risks of eating too much sugar • Know about how physical activity helps us to stay healthy; and ways to be physically active every day • Know why sleep is important and different ways to rest and relax • Know simple hygiene routines that can stop germs from spreading • Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy • Know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health • Know how to keep safe in the sun and protect skin from sun damage • Know about different ways to learn and play; recognizing the importance of when to take a break from time online or tv • Know about the people who help us to stay physically healthy 	<ul style="list-style-type: none"> • Know how to make informed decisions about health • Know about the elements of a balanced, healthy lifestyle • Know about choices that support a healthy lifestyle, and recognise what might influence these • Know how to recognise that habits can have both positive and negative effects on a healthy life-style • Know about what good physical health means; how to recognise early signs of physical illness • Know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay • Know how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle • Know about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn • Know that bacteria and viruses can effect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it • Know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed • Know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices/smoothies and fruit teas; the effects of smoking • Know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer • Know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online • Know how and when to seek support, including which adults to speak to in and outside of school, if worried about own health

Strands	Key Stage 1	Key Stage 2
<p>Health and Wellbeing</p> <p>Mental health</p>	<ul style="list-style-type: none"> • Know about different feelings that humans can experience • Know how to recognise and name different feelings • Know how feelings can affect peoples' bodies and how they behave • Know how to recognise what others might be feeling • Know how to recognise that not everyone feels the same at the same time, or feels the same about the same things • Know about ways of sharing feelings; a range of words to describe feelings • Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) • Know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good • Know how to recognise when they need help with feelings, that it is important to ask for help with feelings, and how to ask for it • Know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better 	<ul style="list-style-type: none"> • Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • Know about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing • Recognise that feelings can change over time and range in intensity • Know about everyday things that affect feelings and the importance of expressing feelings • Know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • Know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • Know how to recognise warning signs about mental health and wellbeing and how to seek support for self and others • Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult • Know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • Know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Strands	Key Stage 1	Key Stage 2
<p>Health and Wellbeing</p> <p>Keeping safe</p>	<ul style="list-style-type: none"> • Know about rules and age restrictions that keep us safe • Know how to recognise risk in simple everyday situations and what action to take to minimise harm • Know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) • Know that household products (including medicines) can be harmful if not used correctly • Know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • Know about people whose job it is to keep us safe • Know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if I come across something that scares them • Know what to do if there is an accident and someone is hurt • Know how to get help in an emergency (how to dial 999 and what to say) 	<ul style="list-style-type: none"> • Know reasons for following and complying with regulations and restrictions (including age restrictions); how to promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming • Know how to predict, assess and manage risk in different situations • Know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe • Know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) • Know 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 • Know about the importance of keeping personal information private; strategies for keeping safe online; including how to manage requests for personal information or images of myself and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact • Know what is meant by first aid; basic techniques for dealing with common injuries • Know how to respond and react in an emergency situation; how to identify situations that may require emergency services; and know how to contact them and what to say • Know 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>Health and Wellbeing</p> <p>Drugs , alcohol and tobacco</p>	<ul style="list-style-type: none"> • Know about things that people can put into their body; how these can affect how people feel 	<ul style="list-style-type: none"> • Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health, recognise that drug use can become a habit which can be difficult to break • Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others • Know about why people choose to use or not use drugs (including nicotine, alcohol and medicines) • Know about the mixed messages in the media about drugs, including alcohol and smoking/vaping • Know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; know people who they can talk to if they have concerns

Strands	Key Stage 1	Key Stage 2
<p>Relationships</p> <p>Families and positive relationships</p>	<ul style="list-style-type: none"> • Know about the roles different people (e.g. acquaintances, friends, relatives) play in our lives • Identify the people who love and care for them and what they do to help them feel cared for • Know about different types of families including those that may be different to their own • Identify common features of family life • Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried 	<ul style="list-style-type: none"> • Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • Know that people may be attracted to someone emotionally, romantically and sexually, that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • Know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • Know that forcing people to marry against their will is a crime; that help and support is available for people who are worried about this for themselves or others • Know that people who love and care for each other can be in a committed relationship (e.g. living together), but may also live apart • Know that a feature of positive family life is caring relationships; about the different ways that people care for one another • Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability • Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty • Know how to recognise if family relationships are making them feel unhappy or unsafe; and how to seek help or advice

Strands	Key Stage 1	Key Stage 2
<p>Relationships</p> <p>Friendships</p>	<ul style="list-style-type: none"> • Know about how people make friends and what makes a good friendship • Know about how to recognise when they or someone feels lonely and what to do • Know some simple strategies to resolve arguments between friends positively • Know how to ask for help if a friendship is making them feel unhappy 	<ul style="list-style-type: none"> • Know about the importance of friendships, strategies for building positive friendships, how positive friendships support wellbeing • Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face • Know the importance for seeking support if feeling lonely or excluded • Know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them • Strategies for recognising and managing peer influence and a desire for peer approval in friendships, to recognise the effect of online actions on others • Know how friendships can change over time, about making new friends and the benefit of having different types of friends • Know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
<p>Relationships</p> <p>Managing hurtful behaviour and bullying</p>	<ul style="list-style-type: none"> • Know that bodies and feelings can be hurt by words and actions; that people may say hurtful things online • Know about how people may feel if they experience hurtful behaviour or bullying • Know that hurtful behaviour (online and offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable, how to report bullying; the importance of telling a trusted adult 	<ul style="list-style-type: none"> • Know about the impact of bullying, including online and offline, and the consequences of hurtful behaviour • Know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate exclusion of others); how to report concerns and get support • Know about discrimination; what it means and how to challenge it

Strands	Key Stage 1	Key Stage 2
Relationships Safe relationships	<ul style="list-style-type: none"> Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private Know that sometimes people may behave differently online, including by pretending to be someone they are not Know how to respond safely to adults they don't know Know how to respond if physical contact makes them feel uncomfortable or unsafe Be aware that there are situations where they should ask permission and also when their permission should be sought Know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) Know basic techniques for resisting pressure to do something they don't want to do and which might make them unsafe Know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard 	<ul style="list-style-type: none"> Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) Know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact Know about seeking and giving permission (consent) in different situations Know about keeping something confidential or secret, when this should (e.g, a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
Relationships Respecting self and others	<ul style="list-style-type: none"> Know about what is kind and unkind behaviour, and how this can affect others Know about how to treat themselves and others with respect; how to be polite and courteous Recognise the ways in which they are the same and different to others Know how to listen to other people and play cooperatively Know how to talk about and share their opinions on things that matter to them 	<ul style="list-style-type: none"> Know that personal behaviour can affect other people; recognise and model respectful behaviour online Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships Be able to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own Be able to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Curriculum Map: PSHE

Dent Church of England Primary School

Strands	Key Stage 1	Key Stage 2
<p>Living in the Wider World</p> <p>Shared responsibility</p>	<ul style="list-style-type: none"> • Know what rules are, why they are needed, and why different rules are used for different situations • Know how people and other living things have different needs; about the responsibilities of caring for them • Know about things they can do to help look after their environment 	<ul style="list-style-type: none"> • Recognise reasons for rules and laws; consequences of not adhering to rules and laws • Recognise there are human rights, that are there to protect everyone • Know about the relationship between rights and responsibilities • Know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • Know ways of carrying out shared responsibilities for protecting the environment in school and home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
<p>Living in the Wider World</p> <p>Communities</p>	<ul style="list-style-type: none"> • Know about the different groups they belong to • Know about the different roles and responsibilities people have in their community • Recognise the ways they are the same as, and different to, other people 	<ul style="list-style-type: none"> • Know about the different groups that make up their community; what living in a community means • Learn to value the different contributions that people and groups make to the community • Learn about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities • Learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • Learn about prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced • Know what democracy is, and about the basic institutions that support it locally and nationally
<p>Living in the Wider World</p> <p>Media literacy and digital resilience</p>	<ul style="list-style-type: none"> • Know about how the internet and digital devices can be used safely to find things out and to communicate with others • Know about the role of the internet in everyday life • Know that not all information seen online is true 	<ul style="list-style-type: none"> • Recognise ways in which the internet and social media can be used both positively and negatively • Know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results • Know about some of the ways information and data is shared and used online, including for commercial purposes • Know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information • Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • Learn about how text and images in the media and social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Strands	Key Stage 1	Key Stage 2
<p>Living in the Wider World</p> <p>Economic wellbeing: Money</p>	<ul style="list-style-type: none"> • Know what money is; forms money comes in; that money comes from different sources • Know that people make different choices about how to save and spend money • Know about the difference between needs and wants; that sometimes people may not always be able to have the things they want • Know that money needs to be looked after; different ways of doing this 	<ul style="list-style-type: none"> • Know about the different ways to pay for things and the choices people have about this • Recognise that people have different attitudes towards spending and saving money; what influences people's decisions; what makes something 'good value for money' • Know that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) • Recognise that people make spending decisions based on priorities, needs and wants • Know different ways of keeping track of money • Know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
<p>Living in the Wider World</p> <p>Economic wellbeing: aspirations, work and career</p>	<ul style="list-style-type: none"> • Know that everyone has strengths • Know that jobs help people to earn money to pay for things • Learn about different jobs that people they know or people who work in the community do • Know about some of the strengths or interests that someone might need to do different jobs 	<ul style="list-style-type: none"> • Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • Know 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 • Learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them • Know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) • Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid • Know about some of the skills that will help them in their future careers, e.g. teamwork, communication and negotiation • Learn to identify the kind of job they might like to do when they are older • Recognise a variety of routes into careers (e.g. college, apprenticeship, university)

PSHE in EYFS

Learning in EYFS lays the foundations for PSHE in KS1 as the children access the normal range of adult led activities and continuous provision opportunities, especially in the areas of Personal, Social and Emotional Development and Communication and Language. As part of a mixed-age class reception children are also able to access much of the PSHE teaching for KS1 and are given the chance to take part in a variety of activities, where appropriate.

PSHE and SEND Provision

The PSHE and RSE curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of PSHE and RSE will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans.

Vocabulary Progression

Unit	Years 1/2			Years 3/4			Years 5/6		
Relationships:	family	together	disagreement	friends	relatives	resolution	friends	kind	share
VIPs	important	argument	friends	friendship	family	arguments	family	support	healthy
	kind	conflict	friendship	hobbies	support	opinions	emotions	calm	unhealthy
	help	resolution	cooperate	respect	reflect	differences	anger	anxious	relations
	love	positive	Cooperation	kind	falling out	decisions	sadness	dangerous	relatives
	feelings	married	divorced	teasing	bullying	compromise	upset	Secrets	confidential
	secure	lonely	foster	victim	help				
Relationships:	team	friends	fair	team	responsibility	consequences	teamwork	communicate	sensitive
TEAM	class	family	unfair	group	collaborative	teammates	collaborate	team	care
	group	listening	bullying	listening	communication	individual	respect	contribute	responsibility
	community	kind	teasing	body language	achieve	emotion	honesty	dispute	consequence
	carer	unkind	friendly joking	teamwork	ripple effect	facial expression	kind	discuss	role
	body language	consequence	Choices	change	goals	Considerate	listen	compromise	classroom
	mindset	teamwork	dispute	resolution		admire	opinion		

Vocabulary Progression

Unit	Years 1/2			Years 3/4			Years 5/6		
Relationships: Digital Wellbeing	internet	apps	messaging	social media	screen time	learning	internet	apps	privacy
	computer	safety	smartphone	gaming	messages	apps	kindness	age restrictions	messages
	connection	personal	smartwatch	device	restrictions	Images	device	personal	responsibility
	laptop	information	social media	cyberbullying	safe	privacy	cyber-bullying	Information	fake news
	tablet	activities	balance	respect	unsafe	information	screen time	respect	social media
	learning	sharing	healthy habits	internet	fake news	password	online safety	trusted adult	password
	social	Private	outside	strangers	kindness online	trusted adult	online stranger	help	reliability
	trusted adult	personal		exclude	positive	negative	trolling	phishing	anonymity
						sexting	harassment	Identity	
						fraud	self-respect	Inappropriate	
						permission	Il/legal	boundaries	
						community	discriminate	trusted adult	
Relationships: Be Yourself	skills	sad	loved	confidence	sad	thoughts	confidence	support	anxious
	talents	worried	cross	achievement	worried	opinion	unique	opinions	pressure
	confidence	excited	change	strengths	excited	media	celebrate	conflict	shy
	feelings	nervous	memories	feelings	happy	advertisement	feelings	emotions	nervous
	body language	happy	likes	angry	nervous	assertive	thoughts	communication	positive
	facial expression	safe	thoughts	calm	proud	Sorry	help	Danger	apologise
	talk			uncomfortable	comfortable	empathy	negative	empathy	

Vocabulary Progression

Unit	Years 1/2			Years 3/4			Years 5/6		
Health and Wellbeing: Growing Up	girl	worried	love	puberty	family	lesbian	puberty	gender identity	sexual
	boy	lonely	growing up	sperm	reproduction	gay	hygiene	gay	intercourse
	friends	safe	change	egg	foetus	relationships	emotions	lesbian	contraception
	happy	trusted adult	toddler	penis	baby	partnership	relationships	reproduction	bisexual
	sad	getting help	penis	vagina	crush	parents	body image	wet dream	asexual
	angry	family	vulva	emotions	love	breasts	menstruation	foetus	heterosexual
	private parts	Stop	testicles	period	developing baby	sweat	tampon	consent	cisgender
		hip	thigh	uterus	menstruation	Adam's apple	sanitary towel	abuse	emotional
				womb	tampon	hips	conception	same sex	physical
				changes	sanitary towel	adopted	respect	intimate contact	transgender
			sperm	spots	ovaries	discrimination	womb	hormones	
			step-sister/bro	grandparents	egg	opposite sex	ovaries	uterus	
			sleep	mood		pubic hair	menstrual cycle	fallopian tubes	
Health and Wellbeing: Its My Body	consent	happy	secret	consent	muscle	toothbrushing	choices	diet	illness
	choice	clean	hand washing	choice	substance	handwashing	body image	sleep	cleanliness
	wash	teeth	private	choose	prescription	private	consent	drugs	physical health
	healthy	touch	germs	healthy	autonomy	germs	healthy	alcohol	mental health
	sleep	safe	food and drink	sleep hygiene	safe	virus	unhealthy	tobacco	wellbeing
	exercise	bedtime	instructions	exercise	bedtime	Instructions	exercise	pressure	self-respect
	warning	medicine		warning	medicine	body odour	support	Childline	

Vocabulary Progression

Unit	Years 1/2			Years 3/4			Years 5/6		
Health and Wellbeing: Safety First	seatbelt	Zebra crossing	stranger danger	seatbelt	first aid	drugs	emergency	decision	injury
	danger	pedestrian	road safety	injury	dare	medicine	safe	help	flotation aid
	help	safe	water safety	help	flotation aid	peer pressure	danger	first aid	trusted adult
	e-safety	careful	emergency	decision	harm	platform	risk	hazard	courage
	hurt	trusted adult	household	risk	safe	zebra crossing	dare	substance	seatbelt
	online	protect	Underwear rule	danger	cigarettes	Pedestrian	peer pressure	crossing	privacy
	medicine	rules	alcohol	Hazard	alcohol	Share	Platform	Harm	freedom
	virus	Drugs	Tobacco	first aid	vision-impaired	hearing	Boundaries	safe relationship	responsibility
	Healthy	Hygiene	worried				vision-impaired	hearing	
first aid	listen	trusted adult							
Health and Wellbeing: Think Positive	happy	practise	emotions	happiness	practise	emotions	positive	practise	choices
	sad	perseverance	gratitude	fear	perseverance	calm	negative	perseverance	achievements
	angry	safe	mindful	attitude	changes	success	attitude	being present	thoughts
	worried	talking	thoughts	anxiety	effort	un/helpful	un/comfortable	effort	decisions
	positive thinking	sharing	decisions	peace	control	thoughts	emotions	control	goals
	challenge	feelings	goals	challenge	feelings	grief	mental health	cognitive	mindful
	concentration	focus		determination	growth mindset	mindful	challenge	consequences	growth mindset

Vocabulary Progression

Unit	Years 1/2			Years 3/4			Years 5/6		
Living in the Wider World: Aiming High	qualities	job	aim	skills	job	effort	skills	gender	equality
	opportunity	skill	success	opportunity	ambition	success	opportunity	stereotype	aspirations
	interests	qualifications	happy	qualities	qualifications	happiness	barrier	challenge	inspiration
	positive	gender	home	positive	determination	growth mindset	positivity	goal	motivation
	attitude	talk	achieve	attitude	stereotype	achievements	effort	career	qualifications
	improve	creative	learn	improve	challenge	learn	job	achievements	
resilience	goal		resilience	goal					
Living in the Wider World: Money Matters	Money	belongings	savings	money	employment	repayments	money	manufacturer	repayment
	Coins	receipt	contactless	coins	wages	prioritise	investment	retailer	prioritise
	Banknotes	piggy bank	payment	banknotes	ethical spending	budget	gain	advertise	wages
	Spend	wallet	online transfer	spend	credit	receipt	interest	consumer	income
	Save	purse	possessions	save	contactless	advertisement	risk	price	spending
	Income	bank shop work	wages	income	debt	profit	value	society	loan
			consumer	savings		cost		tax	

Vocabulary Progression

Unit	Years 1/2			Years 3/4			Years 5/6		
Living in the Wider World: Diverse Britain	multicultural	equality	protect	multicultural	equality	protect	faith	consequence	voluntary
	society	human rights	parliament	society	human rights	parliament	ethnicity	democracy	needs
	diverse	freedom	liberty	diverse	freedom	liberty	respect	human rights	support
	value	government	tolerance	value	government	tolerance	community	local	prime minister
	respect	rules	customs	respect	rules	customs	law	government	politicians
	tradition	law	citizen	tradition	law	citizen	protect	national	MPs
	democracy	enforce		democracy	enforce		parliament	charity	elect
Living in the Wider World: One World	family	similar	world	Malawi	global warming	citizen	renewable	choice	biodiversity
	home	different	harm	Africa	poverty	climate	citizenship	greenhouse	consequence
	safe	environment	help	fair	urban	help	environment	effect	pollutant
	happy	need	choice	unfair	rural	charity	responsible	global	responsibility
	love	natural resource	pledge	inequality	trade	consequence	resources	citizen	sustainable
	care	earth	school	stereotype	global	Community	global warming	non-renewable	sustainability
	trust	protect		similar	different	Fairtrade	Fairtrade		