

PROGRESSION IN PSHE- KS1

CORE THEME 1: HEALTH AND WELLBEING

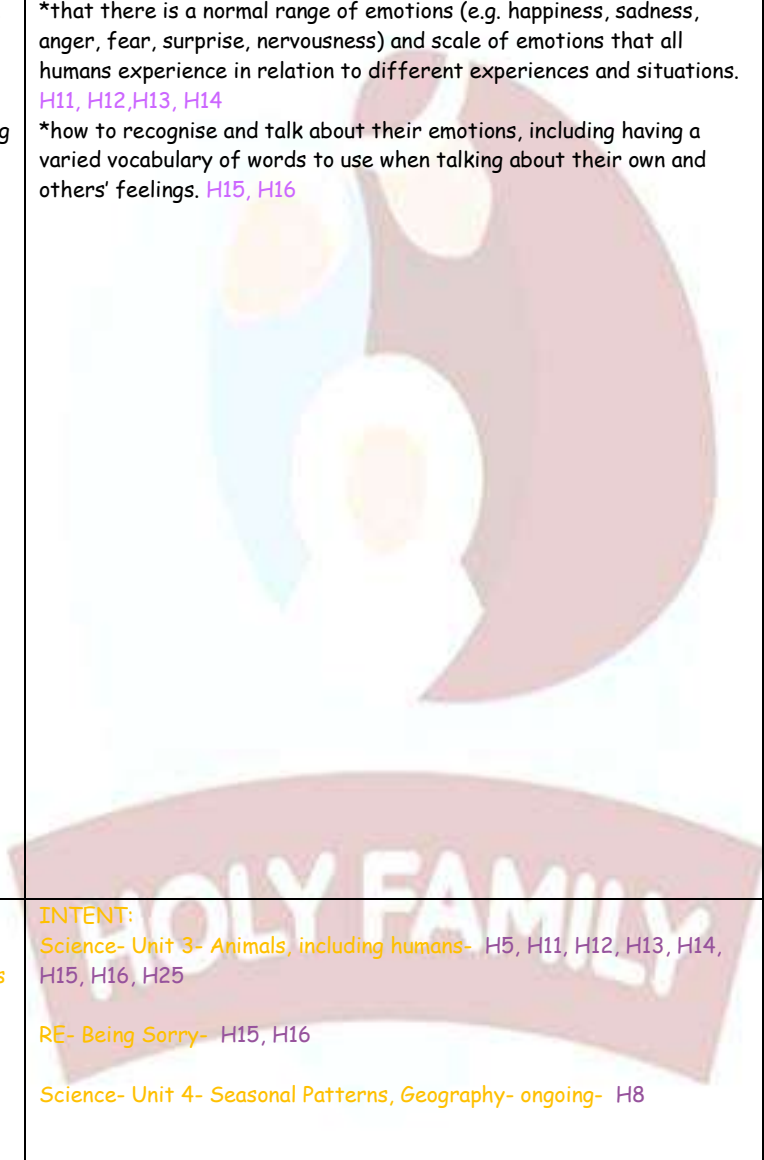
National Curriculum Coverage:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

WHOLE SCHOOL ONGOING SKILLS

- *that mental wellbeing is a normal part of daily life, in the same way as physical health. (mental health awareness week, Zones of Regulation) H1 H15
- *that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. H11,H12,H13,H14, H17
- *how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. H15, H16, H19
- *how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (behaviour policy) H18,H19, H20, H21
- *the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.(playtimes, daily mile, links with the local foodbank (reverse advent calendar) and care home (school choir) as well as charity/find raising events. H17, H16
- *isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.H24,H27,R7,H24,R13
- *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. (anti-bullying week) R10,R11,R19
- *where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (transition week) H19, R12, H21, R20
- *it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. H24 H22
- *internet safety and harms (internet safety week, including general safety, road safety and stranger danger) H28, H29, H30, H32, H33, H34, H37, H38, H39, H40, H41, H42
- *the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.H3, H7
- *how and when to seek support including which adults to speak to in school if they are worried about their health.(worry monster/jars) H10, H14

EYFS	YEAR 1	YEAR 2
Self-Regulation *Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; H11, H12, H13, H14, H16	*about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. H5 * about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. H8	*the characteristics and mental and physical benefits of an active lifestyle. H1 *the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking



*Have a positive sense of self and show resilience and perseverance in the face of challenge: H21, H22, H23, H24

Managing Self

*Manage their own basic hygiene and personal needs, including dressing and going to the toilet: H5, H7

*Understand the importance of healthy food choices: H2

*that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

H11, H12, H13, H14

*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. H15, H16

or cycling to school, a daily active mile or other forms of regular, vigorous exercise. H3

*the risks associated with an inactive lifestyle (including obesity). H3

*what constitutes a healthy diet (including understanding nutritional content). H2, H3

*the principles of planning and preparing a range of healthy meals. H2

*the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). H2

*the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. H4

*about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. H5

*about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. H7

*the benefits of physical exercise, time outdoors, on mental wellbeing and happiness. H17

*simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. H18, H20, H24

*how to make a clear and efficient call to emergency services if necessary. H35, H36

INTENT:

From the start of their time in Early Years, children are given the opportunity to talk about their thoughts and feelings and explore ways in which we can calm ourselves through taught wellbeing sessions. Children with more complex well-being and emotional needs will be placed on a well-being intervention group to help explore their needs. H11, H12, H13, H14, H16, H21, H22, H23, H24

INTENT:

Science- Unit 3- Animals, including humans- H5, H11, H12, H13, H14, H15, H16, H25

RE- Being Sorry- H15, H16

Science- Unit 4- Seasonal Patterns, Geography- ongoing- H8

INTENT:

Science- Unit 1- Animals, including humans- H1, H2, H3, H4, H5, H7, H17, H18, H20, H24

DT- Unit1- Design and make a healthy snack- H2

History- Unit 1- Florence Nightingale- H6, H33, H35, H36, H10

During their time in Early Years, children are supported to maintain their personal hygiene and self-care routines on a daily basis such as washing their own hands and blowing their nose, following the 'catch it, bin it, kill it' procedure. H5, H7

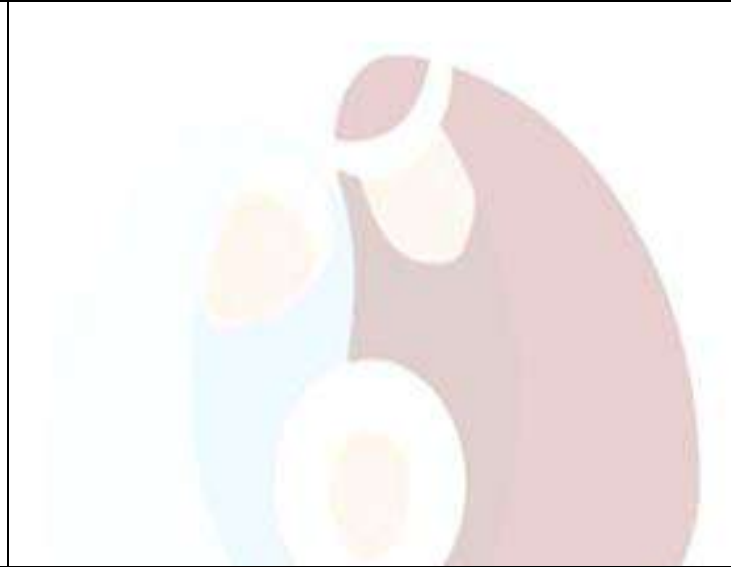
Children are encouraged to become more independent as they move into Reception with things such as dressing and managing their own belongings. H5, H7

Younger children are supported with potty training when they are developmentally ready for this stage. H5, H7

Healthy food choices are promoted through access to continuous snack. H2

NURSERY- Journey in Love- H11, H12, H13, H14, H16

RECEPTION- Journey in Love- H21, H22



History- Unit 2- The Great Fire of London- H33, H35, H36

HEALTH AND WELLBEING KEY VOCABULARY

Feelings- sad, happy, frightened, scared, worried, excited.
Special, unique, different, germs, healthy/unhealthy, hygiene, internet safety

Germs, hygiene, cleanliness, bacteria, protection.
Emotions- anger, fear, nervous, happiness, sadness, internet safety



Healthy/unhealthy, wellbeing, mental health, emotions, exercise, routine
Balanced diet- nutrition, fats/sugars, protein, carbohydrates, fruit/vegetables, dairy, hydration, moderation
Rest/relaxation, obesity, tooth decay, hygiene, germs, bacteria, medicine, emergency, 999, 111, NHS, internet safety

CORE THEME 2: RELATIONSHIPS

National Curriculum Coverage::

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

WHOLE SCHOOL ONGOING SKILLS

- *that families are important for children growing up because they can give love, security and stability. **R2 R6**
- *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (mental health awareness week) **R5 R4, R9**
- *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. **R7, R13,R14**
- *that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. **R8 R16**
- *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **R9 R18** (friendship week)
- *the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. **H22, R23,L4, L6, R32,R33,L6**
- *practical steps they can take in a range of different contexts to improve or support respectful relationships. (positive relationships assemblies) **R6, R8, R24, R25, R33,R34**
- *the conventions of courtesy and manners. (behaviour policy) **R22, R33**
- *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others ,including those in positions of authority. (transition week/British Values) **R22,H22,R31**
- *about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.(anti-bullying week/anti-bullying policy) **R10,R11,R12, R21, R19,R20,R28**
- *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.(internet safety week) **R20, R24,R29**
- *what sorts of boundaries are appropriate in friendships with peers and others (transition/friendship assemblies) **R17 R22**
- *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. **R13,R18, R27**
- *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. (within themed weeks/assemblies) **R14,R15, R19, R24**
- *how to recognise and report feelings of being unsafe or feeling bad about any adult. (transition week/worry jars/monsters) **R16, R20 R29**
- *how to ask for advice or help for themselves or others, and to keep trying until they are heard. (transition week/worry jars/monsters) **R20 R29**
- *how to report concerns or abuse, and the vocabulary and confidence needed to do so.(worry monsters-EYFS, KS1) (worry jars and links with NSPCC/Childline) **R16, R20 R29,H45**
- where to get advice e.g. family, school and/or other sources.(worry monsters-EYFS, KS1) (worry jars and links with NSPCC/Childline) **R20 R29**

EYFS	YEAR 1	YEAR 2
Building Relationships: *Work and play cooperatively and take turns with others; R8, R9 *Form positive attachments and friendships; R6, *Show sensitivities to others' needs R7, Self-Regulation · Explain the reasons for rules and know right from wrong. R13, R18	*that families are important for children growing up because they can give love, security and stability. R1, R2 *that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. H22,R3, R2, R7	*That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. R8, R9 *practical steps they can take in a range of different contexts to improve or support respectful relationships. R8, R9 *the conventions of courtesy and manners. R22

<p>Geography</p> <p>*Explain some similarities and differences between life in this country and life in other countries, R23</p>	<p><i>*that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. R3</i></p> <p><i>*practical steps they can take in a range of different contexts to improve or support respectful relationships. R8</i></p>	
<p>INTENT</p> <p>Throughout Early years, children will learn to build relationships with their peers and adults in school in everyday situations and during taught sessions. Adults will make observations of the children to track their progression on building relationships over their time in Early Years. R6, R7, R8, R9, R23</p> <p>As children move into Reception, they will be supported to sustain respectful friendships, develop empathy towards others and increase their independence when dealing with conflict. R7</p> <p>Children will learn about school and class rules and why it is important to follow rules.. R13, R18</p> <p>RECEPTION- Journey in Love- R6, R7</p>	<p>INTENT</p> <p>RE - Unit 1 Families - R1, R2, R3, H22</p> <p>RE - Unit 6 Change - R8</p>	<p>INTENT</p> <p>RE- Unit 8- Rules- R8, R9</p> <p>RE- Unit 5- Thanksgiving- R22</p> <p>Journey in Love- R8, R9</p>

RELATIONSHIPS KEY VOCABULARY

<p>Friendship, share, respect, lonely, private, secrets, surprises, safety, rules, right/wrong, similarities/differences, unique, individual, anti-bullying</p>	<p>Family, relatives, friends, different/similar, unique, respect, forgiveness, apologise, resolve arguments, fair, unfair, co-operating/ion, anti-bullying</p>	<p>Friendship, acceptable, unacceptable, empathy, resolve arguments, respect, manners, polite, courteous, mindful, anti-bullying</p>
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CORE THEME 3: LIVING IN THE WIDER WORLD

National Curriculum Coverage:

- Shared Responsibilities
- Communities
- Media Literacy and Digital Resilience
- Economic Wellbeing: Money and Finance
- Economic Wellbeing: Aspirations, Work and Career

WHOLE SCHOOL ONGOING SKILLS

**The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.(internet safety week) R20, L7, L8, L9, R24,R29*

**Recognise where money comes from and the choices people make to save or spend money on the things they want and need and understand that we cannot always afford the items we want to buy. L10, L11, L12, L13, L15*

<p>*Identify the different types of work people do and learn about different places of work. L16, L17 (Careers/Aspirations week)</p> <p>*Contribute to enterprise activities. L10, L17 (Charity/enterprise week, Good Shepherd, Christmas extravaganza and other fund raising events)</p>		
EYFS	YEAR 1	YEAR 2
<p>*Recognise the difference between good and bad choices. L1</p> <p>*Take turns and share as appropriate. L1</p> <p>*Recognise that there are people who care for and look after them. L4, L5</p>	<p>*Recognise the difference between right and wrong and what is fair and unfair. L1</p> <p>*Consider ways of looking after the school or community and how to care for the local environment. L3</p> <p>*Identify different relationships that they have, why these are important and how their behaviour affects other people in their community. L4, L5</p>	<p>*Identify the importance of rules and be able to say why rules applying to them are necessary. L1</p> <p>*Express views and take part in decision-making activities to improve their immediate environment or community. L3</p> <p>*Identify different relationships that they have, why these are important and how their behaviour affects other people in their community. L4, L5</p>
<p>INTENT:</p> <p>During Reception children will become more independent and take on more responsibilities in school (Taking the register to the office and giving messages to other classes). L1</p> <p>We will gain a greater understanding of the school rules and know how to keep to them. L1</p> <p>We will talk about our local area and the people that can help us. L4, L5</p> <p>Transition /welcome week activities</p>	<p>INTENT</p> <p>Transition/Welcome week activities- L1</p> <p>RE - Unit 6 - L3, L4, L5</p> <p>RE- Unit 8 - L4, L5</p> <p>Journey in Love - L4, L5</p> <p>School council- L3</p> <p>Whole School litter pick/posters- L3</p>	<p>INTENT</p> <p>Transition/Welcome week activities- L1</p> <p>RE- Unit 6- Opportunities L3, L4, L5</p> <p>RE- Unit 8- Rules L1</p> <p>RE- Unit 9- Treasures L3</p> <p>Journey in Love- L4, L5</p> <p>School council- L3</p> <p>Whole School litter pick/posters- L3</p>
LIVING IN THE WIDER WORLD KEY VOCABULARY		
<p>Choices, rules, share, roles, environment, internet safety, money, spend, job, charity</p>	<p>Choices, rules, fair, unfair, community, environment, roles, internet safety, harmful, money, spend, save, work, charity</p>	<p>Choices, rules, acceptable, unacceptable, views, opinions, community, environment, roles, responsibilities, internet safety, harmful, risk money, spend, save, work, earn, afford, charity</p>
RSE KEY VOCABULARY		
<p>NURSERY-God, wonder, love, creation, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size</p>	<p>Unique, friend, God, important, different, special</p>	<p>God, community, belonging, family, father/mother, carer/guardian, feelings, emotions</p>

RECEPTION- God, unique, different, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe





KEY Stage 1 and 2 Learning Opportunities/Skills

For this progression document **Key Stage 1** references are in purple and **Key Stage 2** are in green



HOLY FAMILY

CORE THEME 1: HEALTH AND WELLBEING

KS1 Learning opportunities in Health and Wellbeing

Pupils learn...

KS2 Learning opportunities in Health and Wellbeing

Pupils learn...

Healthy lifestyles (physical wellbeing)

H1. about what keeping healthy means; different ways to keep healthy

H2. about foods that support good health and the risks of eating too much sugar

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H4. about why sleep is important and different ways to rest and relax

H5. simple hygiene routines that can stop germs from spreading

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

H8. how to keep safe in the sun and protect skin from sun damage

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

H10. about the people who help us to stay physically healthy

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

	<p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>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</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
Mental health	
<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>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</p> <p>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</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>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</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>

	<p>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</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
<p>Ourselves, growing and changing</p>	
<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>

	<p>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 for⁴</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>
Keeping safe	
<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>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</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>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</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>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</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p>

	<p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>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 risk²</p>
<p>Drugs, alcohol and tobacco</p>	
<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>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</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships

Pupils learn...

Families and close positive relationships

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

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

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

R4. to identify common features of family life

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

KS2 Learning opportunities in Relationships

Pupils learn...

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

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

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

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

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

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

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

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

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

Friendships

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

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

R8. simple strategies to resolve arguments between friends positively

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

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

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

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

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

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

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

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

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

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

Managing hurtful behaviour and bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

Safe relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

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

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World

Pupils learn...

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment

KS2 Learning opportunities in Living in the Wider World

Pupils learn...

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

- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people

- 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

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

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: Money

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

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

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

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

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

	<p>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</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>
<p><i>Economic wellbeing: Aspirations, work and career</i></p>	
<p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>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</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>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)</p> <p>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</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>