



# The Ribblesdale Federation of Schools

## PSHE Curriculum Handbook

(Updated for 2023 -2024 Curriculum)



Year Groups	Year A			Year B		
	1	2	3	1	2	3
<b>Reception and Year 1</b>	<p><b>Relationships</b> <i>Families and Friends</i> Roles of different people Families Feeling cared for <b>Safe Relationships</b> Recognising privacy Staying safe Seeking Respecting ourselves and others How behaviour affects others Being polite and respectful</p>	<p><b>Living in the Wider World</b> <i>Belonging to a community</i> What rules are Caring for others' needs Looking after the environment <b>Media Literacy and digital resilience</b> Using the internet and digital service Communicating online <b>Money and work</b> Strengths and interests Jobs in the community</p>	<p><b>Health and Wellbeing</b> <i>Physical Health and Mental Wellbeing</i> Keeping healthy Food and exercise Hygiene routines Sun safety <b>Growing and changing</b> Recognising what makes us unique and special Feelings Managing when things go wrong <b>Keeping safe</b> How rules and age restrictions help us Keeping safe online</p>	<p><b>Relationships</b> <i>Families and Friends</i> Roles of different people Families Feeling cared for <b>Safe Relationships</b> Recognising privacy Staying safe Seeking <b>Respecting ourselves and others</b> How behaviour affects others Being polite and respectful</p>	<p><b>Living in the Wider World</b> <i>Belonging to a community</i> What rules are Caring for others' needs Looking after the environment <b>Media Literacy and digital resilience</b> Using the internet and digital service Communicating online <b>Money and work</b> Strengths and interests Jobs in the community</p>	<p><b>Health and Wellbeing</b> <i>Physical Health and Mental Wellbeing</i> Keeping healthy Food and exercise Hygiene routines Sun safety <b>Growing and changing</b> Recognising what makes us unique and special Feelings Managing when things go wrong <b>Keeping safe</b> How rules and age restrictions help us Keeping safe online</p>

**Year 2 Year 3**

**Relationships**

*Families and Friends*

Making friends  
Feeling lonely and getting help

*Safe Relationships*

Managing secrets

*Personal boundaries*

*Respecting ourselves and others*

Recognising things in common and differences

the importance of self respect

**Living in the Wider World**

*Belonging to a community*

Belonging to a group, being the same and different in a community

*Media Literacy and digital resilience*

The internet in everyday life, *How the internet is used,*

*Money and work*

What money is, looking after money, needs and wants,

**Health and Wellbeing**

*Physical Health and Mental Wellbeing*

Why sleep is important, medicines and keeping healthy,

*Health choices and habits,* Keeping teeth healthy

*Growing and changing*

naming body parts,

Growing older,

*Keeping safe*

Safety in different environments, *safety in the local environment and unfamiliar places*

**Relationships**

*Families and Friends*

*What makes a family, features of family life*

*Safe Relationships*

safely responding to others, the impact of hurtful behaviour

,resisting pressure and getting help,

recognising hurtful behaviour

*Respecting ourselves and others*

*Recognising respectful behaviour, courtesy and being polite*

playing and working cooperatively, sharing opinions

**Living in the Wider World**

*Belonging to a community*

The values of rules and laws, rights, freedoms and responsibilities

roles and responsibilities

*Media Literacy and digital resilience*

assessing information online, online content and information

*Money and work*

Different jobs and skills, job stereo types, *setting personal goals*

**Health and Wellbeing**

*Physical Health and Mental Wellbeing*

managing feelings and asking for help, *what affects feelings, expressing feelings*

*Growing and changing*

moving class or year *Personal strengths and achievements,*

managing and *reframing setbacks*

*Keeping safe*

*Risks and hazards, risk and safety at home, emergencies*

Year 4/5/6

## Relationships

*Families and Friends*

Managing friendship and peer influence

Safe Relationships

Recognising and managing pressure, consent in different situations

Respecting ourselves and others

Expressing opinions and respecting other points of view, including discussing topical issues

## Living in the Wider World

*Belonging to a community*

Protecting the environment, compassion towards others

Media Literacy and digital resilience

How information online is targeted, different media types, our role and impact

Money and work

Influences and attitudes to money, money and financial risks

## Health and Wellbeing

*Physical Health and Mental Wellbeing*

Healthy sleep habits, sun safety, medicines,

vaccinations, immunisations and allergies

Growing and changing

Physical and emotional changes in puberty,

Human reproduction and birth,

Managing transition,

Personal identity, recognising individuality and different qualities

Keeping safe

Keeping safe in situations, including responding to emergencies, first aid and FGM

## Relationships

*Families and Friends*

Attraction to others, romantic relationships, civil partnerships and marriage

Safe Relationships

Physical contact and feeling safe

Respecting ourselves and others

Responding respectfully to a wide range of people, recognising prejudice and discrimination

## Living in the Wider World

*Belonging to a community*

Valuing diversity, challenging discrimination and stereotypes

Media Literacy and digital resilience

sharing things online, How data is shared and used

Money and work

Identifying job interests and what influences career choices, workplace stereotypes

## Health and Wellbeing

*Physical Health and Mental Wellbeing*

What affects mental health and ways to take care of it,

managing change, loss and bereavement, managing time online

Growing and changing

Physical and emotional changes in puberty,

Human reproduction and birth,

Managing transition, increasing independence

Mental wellbeing,

Keeping safe

Medicines and household products, drug use and the law, drug use and the media, drugs common to everyday life

<p><b>Year 4/5/6</b> <b>Year C</b></p>	<p><b>Relationships</b> <i>Families and Friends</i> Positive friendships, including online <i>Safe Relationships</i> managing confidentiality, Responding to hurtful behaviour, recognising risks online <i>Respecting ourselves and others</i> Respecting differences and similarities, discussing difference sensitively</p>	<p><b>Living in the Wider World</b> <i>Belonging to a community</i> What makes a community, shared responsibilities <i>Media Literacy and digital resilience</i> Evaluating media sources, <i>Money and work</i> using and keeping money safe, Making decisions about money,</p>	<p><b>Health and Wellbeing</b> <i>Physical Health and Mental Wellbeing</i> Maintaining a balanced lifestyle, oral hygiene and dental care <i>Growing and changing</i> Physical and emotional changes in puberty, Human reproduction and birth, Managing transition, external genitalia, personal hygiene routines, <i>Keeping safe</i> Keeping personal information safe, regulations and choices,</p>						
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# PSHE And RSE

## Intent

Through our PSHE curriculum the intent is to deliver learning which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. We want our children to develop knowledge and understanding of the world around them to equip them to become healthy, independent and responsible members of society and actively involved in their communities throughout their lives. They will have the confidence to tackle many of the moral, social and cultural issues that are part of growing up. To achieve this, we offer children opportunities which allow them to:

- develop and deepen their understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- understand equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, so that they celebrate the unique qualities of individuals
- build confidence, resilience and knowledge so that they can keep themselves mentally healthy
- understand and recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and give them the knowledge and skills to keep safe
- develop an understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- recognise the dangers of inappropriate use of mobile technology and social media
- develop age-appropriate understanding of healthy relationships through appropriate relationship and sex education

The curriculum goes beyond Personal, Social and Health Education to include resilience, mental health, emotional literacy, social skills, British values and SMSC (Spiritual, moral, social, cultural development), as well as Relationship and Sex education.

### **Spiritual, moral, social and cultural**

PSHE will support children to be reflective of their experiences, what they know and believe. It will support them to show an enjoyment of learning about themselves and others. It will support them in understanding right from wrong and applying this in their daily lives. Children will develop their social skills and confidence in a range of situations and will be willing to participate in a range of things. PSHE will also support children's understanding and appreciation of different cultures within school and Britain.

### **British values**

British values: democracy, rule of law, respect, individual liberty and tolerance are also included within PSHE lessons and assemblies.

The knowledge and values from PSHE are regularly referred to within all aspects of the school day.

### Pupils with SEND

To support pupils with SEND to access a full PSHE curriculum, we use a range of approaches which include, but are not limited to: pre-teaching vocabulary; concept cartoons; social stories; visual aids; additional thinking time; sentence stems to structure responses; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative methods of recording responses, and; targeted questioning.

## Implementation

We follow a personalised programme of study based upon guidance from the PSHE Association to deliver our lessons. This is a planned and mapped out programme of learning through which children acquire the knowledge, understanding and skills they need to successfully manage their lives - now and in the future. The PSHE curriculum, taught weekly in discreet lessons, is also reflected in the whole school curriculum and shared values, and is embedded in day to day life and lessons. Collective worship is used to reinforce and develop our school values, promoting pupils' spiritual, moral, social and cultural (SMSC) development, and fundamental British Values. In school children's voices are heard through pupil surveys and school council.

The curriculum is split into strands that continue as a spiralling curriculum:

- Relationships
  - Families and Friends
  - Safe Relationships
  - Respecting Ourselves and Others
- Living in the Wider World
  - Belonging to a Community
  - Media Literacy and Digital Resilience
  - Money and Work
- Health and Wellbeing
  - Physical Health and Mental Wellbeing
  - Growing and Changing
  - Keeping Safe

In PSHE lessons, it is important to establish a safe and supportive environment. Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lessons. Discussions are managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils. The teacher is aware of vulnerable pupils and enables them to safely participate.

In line with parental consultation, we have agreed to teach Relationships and Sex Education that goes beyond the statutory requirements. We use resources from the PSHE Association and Growing Up with Yasmine and Tom to deliver RSE, carefully planned to meet the needs and requirements of the children in the Ribblesdale Federation of Schools.

The PSHE scheme has been carefully mapped out onto a rolling programme, to support our mixed age classes.

## [Impact](#)

All children understand the importance of PSHE, RE, SMSC and British Values and the effects it can have on life in and out of school, this is evident through termly pupil voice and monitoring by the curriculum leader.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

By the time they leave our school, personal, social and health education (PSHE) enables our learners to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

## [Main Menu](#)

### Relationships

EYFS

Year 1



#### Families and Friendships

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them

#### Safe Relationships

#### Respecting Ourselves and Others

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Think about the perspectives of others
- Further develop the skills they need to manage the school day successfully (lining up and queuing, mealtimes)
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally

#### Families and Friendships

- To know who cares for us and how
- To know what it means to be part of a family
- To know how families are different
- To know the importance of telling someone if something makes you unhappy or worried

#### Safe Relationships

- To know what it means to keep something private (including parts of the body that are private)
- To know the difference between good and bad touch and how they make you feel
- To know what to do if being touched makes you feel uncomfortable or unsafe
- To know when it is important to ask for permission to touch others
- To know how to ask for permission and how to give/not give permission
- To know we can be hurt by words and actions
- To know who can help us if we are unhappy, worried or hurt

#### Respecting Ourselves and Others

- To know what kind or unkind behaviour means and how it can make people feel
- To know what respect means
- To know about class rules, being polite to others, sharing and taking turns

EYFS	Year 1
<p>Belonging to a Community</p> <p>Media Literacy and Digital Resilience</p> <p>Money and Work</p>	<p>Belonging to a Community</p> <ul style="list-style-type: none"> <li>- To know examples of rules in different situations</li> <li>- To know that different people and other living things have different needs and how to care for us</li> <li>- To know how to look after the environment</li> </ul> <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>- To know how and why people use the internet</li> <li>- To know the benefits of using the internet and digital devices</li> <li>- To know how people find things out</li> <li>- To know how to communicate safely with others online</li> </ul> <p>Money and Work</p> <ul style="list-style-type: none"> <li>- To know that everyone is good at different things, in and out of school</li> <li>- To know different strengths are needed to do different jobs</li> <li>- To know about different jobs and the work people do</li> <li>- To know about the people whose job it is to help us in the community</li> </ul>

## Health and Wellbeing

EYFS	Year 1
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### Physical Health and Mental Wellbeing

- Manage their own needs (Personal hygiene)
- Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian)

### Growing and Changing

### Keeping Safe

### Physical Health and Mental Wellbeing

- To know what it means to be healthy and why it is important
- To know ways to take care of ourselves on a daily basis
- To know about basic hygiene routines
- To know about healthy and unhealthy foods (including sugar intake)
- To know about physical activity and how it keeps people healthy
- To know about different types of play and how to balance us
- To know who can help keep us healthy, eg. Doctor, dentist, parents, lunchtime supervisors
- To know how to keep safe in the sun

### Growing and Changing

- To know what makes us special and unique, including our likes, dislikes and what we are good at
- To know humans can experience different feelings and know how to recognise us in others and ourselves
- To know how we are the same and different to others
- To know what we should do when finding things difficult or when things go wrong
- To know how feelings can affect behaviour

### Keeping Safe

- To know how rules can keep us safe
- To know why some things have age restrictions
- To know some basic rules for keeping safe online
- To know who to tell if you see something that makes you unhappy, worried or scared online

# Relationships Year A

## Year 2

### Families and Friendships

- To know how to be a good friend, e.g. kindness, listening, honesty
- To know the different ways that people meet and make friends
- To know strategies for positive play with friends, e.g. joining in, including others, etc.
- To know what causes arguments between friends
- To know how to positively resolve arguments between friends
- To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else

### Safe Relationships

- To know the difference between happy surprises and secrets that make us feel uncomfortable or worried, and how to get help

### Respecting Ourselves and Others

- To know about the things they have in common with our friends, classmates, and other people
- To know how friends can have both similarities and differences

## Year 3

### Families and Friendships

### Safe Relationships

- To know what is appropriate to share with friends, classmates, family and wider social groups including online
- To know what privacy and personal boundaries are, including online
- To know basic strategies to help keep ourselves safe online e.g. passwords, using trusted sites and adult supervision

### Respecting Ourselves and Others

- To know how to model respectful behaviour in different situations (e.g. at home, at school, online)
- To know the importance of self-respect and our right to be treated respectfully by others
- To know what it means to treat others, and be treated, politely

# Living in the Wider World Year A

## Year 2

## Year 3

<p>Belonging to a Community</p> <ul style="list-style-type: none"> <li>- To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>- To know how a community can help people from different groups to feel included</li> <li>- To know that they are all equal, and ways in which they are the same and different to others in our community</li> </ul> <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>- To know the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>- To know the purpose and value of the internet in everyday life</li> </ul> <p>Money and Work</p> <ul style="list-style-type: none"> <li>- To know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>- To know how money can be kept and looked after</li> <li>- To know about getting, keeping and spending money</li> <li>- To know that people are paid money for the job they do</li> <li>- To know the difference between needs and wants</li> <li>- To know how people make choices about spending money (including thinking about needs and wants)</li> </ul>	<p>Belonging to a Community</p> <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>- To know how the internet can be used positively for leisure, for school and for work</li> <li>- To know how to report something seen or experienced online that concerns us e.g. images or content that worry us, unkind or inappropriate communication</li> </ul> <p>Money and Work</p>
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## Health and Wellbeing Year A

Year 2

Year 3

<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> <li>- To know about routines and habits for maintaining good physical and mental health</li> <li>- To know why sleep and rest are important for growing and keeping healthy</li> <li>- To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>- To know the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>- To know about food and drink that affect dental health</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>- To know the main parts of the body including external genitalia (e.g.vulva, vagina, penis, testicles)</li> <li>- To know about the human life cycle and how people grow from young to old</li> <li>- To know how our needs and bodies change as we grow up</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>- To know how to keep myself safe online</li> <li>- To know how to recognise risk in everyday situations, (e.g. road, water and rail safety, medicines)</li> <li>- To know how to help keep ourselves safe in familiar and unfamiliar environments, such as in school and ‘out and about’</li> <li>- To know how to identify potential unsafe situations</li> <li>- To know who is responsible for keeping us safe in unsafe situation</li> <li>- To know steps we can take to avoid or remove ourselves from danger</li> </ul>	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> <li>- To know about the choices that people make in daily life that could affect our health</li> <li>- To know what are healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>- To know what can help people to make healthy choices</li> <li>- To know what might negatively influence us to make unhealthy choices</li> <li>- To know what habits are</li> <li>- To know that sometimes habits can be maintained, changed or stopped</li> <li>- To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>- To know that regular exercise such as walking or cycling has positive benefits for mental and physical health</li> </ul> <p>Growing and Changing</p> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>- To know the importance of following safety rules from parents and other adults</li> <li>- To know how to help keep ourselves safe in the local environment or unfamiliar places (including road, rail, water and firework safety)</li> </ul>
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## Relationships Year B

Year 2

Year 3

<p>Families and Friendships</p> <p>Safe Relationships</p> <ul style="list-style-type: none"> <li>- To know how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>- To know how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> <li>- To know how to play and work cooperatively in different groups and situations</li> <li>- To know how to share our ideas and listen to others, take part in discussions, and give reasons for our views</li> </ul>	<p>Families and Friendships</p> <ul style="list-style-type: none"> <li>- To know and respect that there are different types of families (including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>- To know that being part of a family provides support, stability and love</li> <li>- To know about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>- To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>- To know if/when something in a family might make someone upset or worried</li> <li>- To know what to do and whom to tell if family relationships are making us feel unhappy or unsafe</li> </ul> <p>Safe Relationships</p> <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> <li>- To know how to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>- To know how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>- To know what it means to treat others, and be treated, politely</li> <li>- To know the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>
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## Living in the Wider World Year B

Year 2

Year 3

#### Belonging to a Community

- To know about different rights and responsibilities that they have in school and the wider community

#### Media Literacy and Digital Resilience

- To know that some content on the internet is factual and some is for entertainment e.g. news, games, videos
- To know that information online might not always be true

#### Money and Work

#### Belonging to a Community

- To know the reasons for rules and laws in wider society
- To know the importance of abiding by the law and what might happen if rules and laws are broken
- To know what human rights are and how they protect people
- To know basic examples of human rights including the rights of children
- To know about how we have rights and also responsibilities
- To know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn

#### Media Literacy and Digital Resilience

- To know strategies to recognise whether something they see online is true or accurate
- To know how to evaluate whether a game is suitable to play or a website is appropriate for our age-group
- To know how to make safe, reliable choices from search results
- To know how to report something seen or experienced online that concerns us e.g. images or content that worry us, unkind or inappropriate communication

#### Money and Work

- To know about jobs that people may have from different sectors e.g. teachers, business people, charity work
- To know that people can have more than one job at once or over our lifetime
- To know about common myths and gender stereotypes related to work
- To know how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM
- To know about some of the skills needed to do a job, such as teamwork and decision-making



- To know some of our interests, skills and achievements and how these might link to future jobs
- To know how to set goals that they would like to achieve this year e.g. learn a new hobby

# Health and Wellbeing Year B

## Year 2

### Physical Health and Mental Wellbeing

- To know how to describe and share a range of feelings
- To know ways to feel good, calm down or change our mood (e.g. playing outside, listening to music, spending time with others)
- To know how to manage big feelings including those associated with change, loss and bereavement
- To know when and how to ask for help, and how to help others, with our feelings

### Growing and Changing

- To know about change as people grow up, including new opportunities and responsibilities
- To know ways to prepare to move to a new class and set goals for next year

### Keeping Safe

- To know how to identify potential unsafe situations, who is responsible for keeping us safe in these situations, and steps they can take to avoid or remove ourselves from danger
- To know how to help keep ourselves safe at home in relation to electrical appliances, fire safety and medicines/ household products
- To know about things that people can put into our body or onto our skin (e.g. medicines and creams) and how these can affect how people feel

## Year 3

### Physical Health and Mental Wellbeing

- To know that regular exercise such as walking or cycling has positive benefits for our mental and physical health
- To know about the things that affect feelings both positively and negatively
- To know strategies to identify and talk about our feelings
- To know about some of the different ways people express feelings e.g. words, actions, body language
- To know how feelings can change overtime and become more or less powerful

### Growing and Changing

- To know that everyone is an individual and has unique and valuable contributions to make
- To know how strengths and interests form part of a person's identity
- To know how to identify our own personal strengths and interests and what they're proud of (in school, out of school)
- To know common challenges to self-worth e.g. finding school work difficult, friendship issues
- To know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

<ul style="list-style-type: none"> <li>- To know how to respond if there is an accident and someone is hurt</li> <li>- To know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>	<p>Keeping Safe</p> <ul style="list-style-type: none"> <li>- To know how to identify typical hazards at home and in school</li> <li>- To know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>- To know about fire safety at home including the need for smoke alarms</li> </ul>
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## Relationships Year A

Year 4	Year 5	Year 6
<p>Families and Friendships Safe Relationships Respecting Ourselves and Others</p>	<p>Families and Friendships</p> <ul style="list-style-type: none"> <li>- To know what makes a healthy friendship and how they make people feel included</li> <li>- To know strategies to help someone feel included</li> <li>- To know about peer influence and how it can make people feel or behave</li> <li>- To know the impact of the need for peer approval in different situations, including online</li> <li>- To know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>- To know that it is common for friendships to experience challenges</li> <li>- To know strategies to positively resolve disputes and reconcile differences in friendships</li> <li>- To know that friendships can change over time and the benefits of having new and different types of friends</li> </ul>	<p>Families and Friendships</p> <p>Safe Relationships</p> <ul style="list-style-type: none"> <li>- To know the features of a healthy and unhealthy friendship</li> <li>- To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>- To know how to recognise and respond to pressure from others to do something unsafe or that makes us feel worried or uncomfortable</li> <li>- To know how to get advice and report concerns about personal safety, including online</li> <li>- To know what consent means and how to seek and give/not give permission in different situation</li> </ul> <p>Respecting Ourselves and Others</p>

	<ul style="list-style-type: none"> <li>- To know how to recognise if a friendship is making us feel unsafe, worried, or uncomfortable</li> <li>- To know when and how to seek support in relation to friendships</li> </ul> <p>Safe Relationships</p> <p>Respecting Ourselves and Others</p>	<ul style="list-style-type: none"> <li>- To know about the link between values and behaviour and how to be a positive role model</li> <li>- To know how to discuss issues respectfully</li> <li>- To know how to listen to and respect other points of view</li> <li>- To know how to constructively challenge points of view they disagree with</li> <li>- To know ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>
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## Living in the Wider World Year A

Year 4	Year 5	Year 6
<p>Belonging to a Community Media Literacy and Digital Resilience Money and Work</p>	<p>Belonging to a Community</p> <ul style="list-style-type: none"> <li>- To know about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>- To know the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>- To know how to show compassion for the environment, animals and other living things</li> <li>- To know about the way that money is spent and how it affects the environment</li> </ul>	<p>Belonging to a Community</p> <p>Media Literacy and Digital Resilience</p> <p>Money and Work</p> <ul style="list-style-type: none"> <li>- To know about the role that money plays in people's lives, attitudes towards it and what</li> <li>- To know what influences decisions about money</li> <li>- To know about value for money and how to judge if something is value for money</li> </ul>

	<ul style="list-style-type: none"> <li>- To know how to express our own opinions about our responsibility towards the environment</li> </ul> <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>- To know different types of media and our different purposes e.g. to entertain, inform, persuade or advertise</li> <li>- To know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>- To know that some media and online content promote stereotypes</li> <li>- To know how to assess which search results are more reliable than others</li> <li>- To know how to recognise unsafe or suspicious content online</li> <li>- To know how devices store and share information</li> </ul> <p>Money and Work</p>	<ul style="list-style-type: none"> <li>- To know how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>- To know how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>- To know about common risks associated with money, including debt, fraud and gambling</li> <li>- To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>- To know how to get help if they are concerned about gambling or other financial risks</li> </ul>
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## Health and Wellbeing Year A

Year 4	Year 5	Year 6
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<p>Physical Health and Mental Wellbeing</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>- To know about the physical and emotional changes during puberty</li> </ul> <p>Keeping Safe</p>	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> <li>- To know how sleep contributes to a healthy lifestyle</li> <li>- To know healthy sleep strategies and how to maintain us</li> <li>- To know about the benefits of being outdoors and in the sun for physical and mental health</li> <li>- To know how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>- To know how medicines can contribute to health and how allergies can be managed</li> <li>- To know that some diseases can be prevented by vaccinations and immunisations</li> <li>- To know that bacteria and viruses can affect health</li> <li>- To know how we can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>- To know the shared responsibility of keeping a clean environment</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>- To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>- To know that for some people our gender identity does not correspond with our biological sex</li> </ul>	<p>Physical Health and Mental Wellbeing</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>- To know about how relationships may change as they grow up or move to secondary school</li> <li>- To know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>- To know identify the links between love, committed relationships and conception</li> <li>- To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>- To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>- To know that pregnancy can be prevented with contraception</li> <li>- To know about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul> <p>Keeping Safe</p>
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	<ul style="list-style-type: none"> <li>- To know how to recognise, respect and express our individuality and personal qualities</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>- To know when situations are becoming risky, unsafe or an emergency</li> <li>- To know occasions where we can help take responsibility for our own safety</li> <li>- To know the difference between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>- To know how to deal with common injuries using basic first aid techniques</li> <li>- To know how to respond in an emergency, including when and how to contact different emergency services</li> <li>- To know that female genital mutilation (FGM) is against British law</li> <li>- To know what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	
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## Relationships Year B

Year 4	Year 5	Year 6
Families and Friendships Safe Relationships Respecting Ourselves and Others	Families and Friendships  Safe Relationships <ul style="list-style-type: none"> <li>- To know when physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> </ul>	Families and Friendships <ul style="list-style-type: none"> <li>- To know what it means to be attracted to someone and different kinds of loving relationships</li> <li>- To know that people who love each other can be of any gender, ethnicity or faith</li> </ul>

	<ul style="list-style-type: none"> <li>- To know how to ask for, give and not give permission for physical contact</li> <li>- To know how to respond to unwanted or unacceptable physical contact</li> <li>- To know whom to tell if they are concerned about unwanted physical contact</li> <li>- To know that no one should ask us to keep a secret that makes us feel uncomfortable or try to persuade us to keep a secret they are worried about</li> </ul> <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> <li>- To know that everyone should be treated equally</li> <li>- To know how to identify online bullying and discrimination of groups or individuals e.g. trolling and Harassment</li> <li>- To know how to report discrimination online</li> <li>- To know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to our own</li> <li>- To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>- To know the impact of discrimination on individuals, groups and wider society</li> <li>- To know ways to safely challenge discrimination</li> </ul>	<ul style="list-style-type: none"> <li>- To know the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>- To know about the qualities of healthy relationships that help individuals flourish</li> <li>- To know ways in which couples show our love and commitment to one another, including those who are not married or who live apart</li> <li>- To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>- To know that people have the right to choose whom they marry or whether to get married</li> <li>- To know that to force anyone into marriage is illegal</li> <li>- To know how and where to report forced marriage or ask for help if they are worried</li> </ul> <p>Safe Relationships</p> <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> <li>-</li> </ul>
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# Living in the Wider World Year B

Year 4	Year 5	Year 6
<p>Belonging to a Community</p> <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>- To know that everything shared online has a digital footprint</li> <li>- To know that organisations can use personal information to encourage people to buy things</li> <li>- To know what online adverts look like</li> <li>- To know how to compare content shared for factual purposes and for advertising</li> <li>- To know why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>- To know that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul> <p>Money and Work</p>	<p>Belonging to a Community</p> <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>- To know jobs that they might like to do in the future</li> <li>- To know about the role ambition can play in achieving a future career</li> <li>- To know how or why someone might choose a certain career</li> <li>- To know about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>- To know the importance of diversity and inclusion to promote people’s career opportunities</li> <li>- To know about stereotyping in the workplace, its impact and how to challenge it</li> <li>- To know that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul> <p>Money and Work</p>	<p>Belonging to a Community</p> <ul style="list-style-type: none"> <li>- To know what prejudice means</li> <li>- To know how to differentiate between prejudice and discrimination</li> <li>- To know how to recognise acts of discrimination</li> <li>- To know strategies to safely respond to and challenge discrimination</li> <li>- To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>- To know how stereotypes are perpetuated and how to challenge this</li> </ul> <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>- To know why people choose to communicate through social media and some of the risks and the challenges of doing so</li> <li>- To know that social media sites have age restrictions and regulations for use</li> <li>- To know the reasons why some media and online content is not appropriate for children</li> <li>- To know how online content can be designed to manipulate people’s emotions and encourage us to read or share things</li> </ul>



		<ul style="list-style-type: none"> <li>- To know about sharing things online, including rules and laws relating to this</li> <li>- To know how to recognise what is appropriate to share online</li> <li>- To know how to report inappropriate online content or contact</li> </ul> <p>Money and Work</p>
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## Health and Wellbeing Year B

Year 4	Year 5	Year 6
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<p>Physical Health and Mental Wellbeing</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>- To know about the physical and emotional changes during puberty</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>- To know the importance of taking medicines correctly and using household products safely</li> <li>- To know what is meant by a 'drug'</li> <li>- To know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) can affect health and wellbeing</li> <li>- To know some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>- To know some of the risks associated with drugs common to everyday life</li> <li>- To know that for some people using drugs can become a habit which is difficult to break</li> <li>- To know how to ask for help or advice</li> </ul>	<p>Physical Health and Mental Wellbeing</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>- To know ways to boost our mood and improve emotional wellbeing</li> <li>- To know about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul> <p>Keeping Safe</p>	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> <li>- To know that mental health is just as important as physical health and that both need looking after</li> <li>- To know that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>- To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>- To know that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>- To know where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>- To know the importance of asking for support from a trusted adult</li> <li>- To know how balancing time online with other activities helps to maintain our health and wellbeing</li> <li>- To know what to do and whom to tell if they are frightened or worried about something they have seen online</li> <li>- To know positive strategies for managing feelings</li> <li>- To know that there are situations when someone may experience mixed or conflicting feelings</li> <li>- To know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> </ul>
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- To know about the changes that may occur in life including death, and how these can cause conflicting feelings
- To know that changes can mean people experience feelings of loss or grief
- To know about the process of grieving and how grief can be expressed
- To know about strategies that can help someone cope with the feelings associated with change or loss
- To know how to ask for help and support with loss, grief or other aspects of change
- To know strategies to manage time spent online and foster positive habits e.g. switching phone off at night

#### Growing and Changing

- To know some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- To know about the transition to secondary school and how this may affect our feelings
- To know about how relationships may change as they grow up or move to secondary school
- To know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- To know the links between love, committed relationships and conception

		<ul style="list-style-type: none"> <li>- To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>- To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>- To know that pregnancy can be prevented with contraception</li> <li>- To know about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>- To know about the risks and effects of different drugs</li> <li>- To know about the laws relating to drugs common to everyday life and illegal drugs</li> <li>- To know why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>- To know about the organisations where people can get help and support concerning drug use</li> <li>- To know how to ask for help if they have concerns about drug use</li> <li>- To know about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>
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## Relationships Year C

Year 4	Year 5	Year 6
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<p>Families and Friendships</p> <ul style="list-style-type: none"> <li>- To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>- To know strategies to build positive friendships</li> <li>- To know how to seek support with relationships if they feel lonely or excluded</li> <li>- To know how to communicate respectfully with friends when using digital devices</li> <li>- To know how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>- To know what to do or whom to tell if they are worried about any contact online</li> </ul> <p>Safe Relationships</p> <ul style="list-style-type: none"> <li>- To know how to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>- To know how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>- To know the difference between 'playful dares' and dares which put someone under pressure, at risk, or make us feel uncomfortable</li> <li>- To know how to manage pressures associated with dares</li> <li>- To know when it is right to keep or break a confidence or share a secret</li> </ul>	<p>Families and Friendships</p> <p>Safe Relationships</p> <p>Respecting Ourselves and Others</p>	<p>Families and Friendships</p> <p>Safe Relationships</p> <p>Respecting Ourselves and Others</p>
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<ul style="list-style-type: none"> <li>- To know how to recognise risks online such as harmful content or contact</li> <li>- To know how people may behave differently online including pretending to be someone they are not</li> <li>- To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul> <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> <li>- To know differences between people such as gender, race, faith</li> <li>- To know what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>- To know about the importance of respecting the differences and similarities between people</li> <li>- To know how to sensitively discuss difference and include everyone</li> </ul>		
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## Living in the Wider World Year C

Year 4	Year 5	Year 6
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<p>Belonging to a Community</p> <ul style="list-style-type: none"> <li>- To know the meaning and benefits of living in a community</li> <li>- To know that they belong to different communities as well as the school community</li> <li>- To know about the different groups that make up and contribute to a community</li> <li>- To know about the individuals and groups that help the local community, including through volunteering and work</li> <li>- To know about the different groups that make up and contribute to a community</li> <li>- To know about the individuals and groups that help the local community, including through volunteering and work</li> <li>- To know how to show compassion towards others in need and the shared responsibilities of caring for us</li> </ul> <p>Media Literacy and Digital Resilience</p> <p>Money and Work</p> <ul style="list-style-type: none"> <li>- To know how people make different spending decisions based on our budget, values and needs</li> <li>- To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<p>Belonging to a Community</p> <p>Media Literacy and Digital Resilience</p> <p>Money and Work</p>	<p>Belonging to a Community</p> <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>- To know about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>- To know how and why images online might be manipulated, altered, or faked</li> <li>- To know how to recognise when images might have been altered</li> </ul> <p>Money and Work</p>
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Year 4	Year 5	Year 6
<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> <li>- To know to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>- To know what good physical health means and how to recognise early signs of physical illness</li> <li>- To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>- To know how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>- To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>- To know how to identify external genitalia and reproductive organs</li> <li>- To know about the physical and emotional changes during puberty</li> <li>- To know the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> </ul> <p>Keeping Safe</p>	<p>Physical Health and Mental Wellbeing</p> <p>Growing and Changing</p> <p>Keeping Safe</p>	<p>Physical Health and Mental Wellbeing</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>- To know some of the changes as they grow up e.g. increasing independence</li> <li>- about what being more independent might be like, including how it may feel</li> <li>- To know about the transition to secondary school and how this may affect our feelings</li> <li>- To know about how relationships may change as they grow up or move to secondary school</li> <li>- To know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>- To know the links between love, committed relationships and conception</li> <li>- To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>- To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>- To know that pregnancy can be prevented with contraception</li> <li>- To know about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul> <p>Keeping Safe</p>



		<ul style="list-style-type: none"><li>- To know how to protect personal information online</li><li>- To know potential risks of personal information being misused</li><li>- To know types of images that are appropriate to share with others and those which might not be appropriate</li><li>- To know what to do if they take, share or come across an image which may upset, hurt or embarrass us or others</li><li>- To know how to report the misuse of personal information or sharing of upsetting content/ images online</li><li>- To know about the different age rating systems for social media, T.V, films, games and online gaming</li><li>- To know why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li><li>- To know strategies for dealing with requests for personal information or images of ourselves</li><li>- To know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li></ul>
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