



The Ribblesdale Federation of Schools

PSHEe and RSE Curriculum Handbook

(Updated for 2023 -2024 Curriculum)

Year A



Year Groups	Year A						Year B					
	1	2	3	4	5	6	1	2	3	4	5	6
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulations: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulations: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1 and 2	Connecting with others: How can I help myself and others feel happy and safe	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can I stay safe online?	My healthy self: How can we look after our emotions?	Citizenship : How can I help others and the environment?	Citizenship : How do people belong to a community and earn money?	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3 and 4	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship : What careers do people choose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	My healthy self: How can I take care of my mind and body?	Citizenship : What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship : How can I spend my money wisely?	Growing up: Will my body and emotions change as I grow up?
Year 5 and 6	Connecting with others: Why are healthy relationships important ?	The online world: How am I influenced by what I see online?	Citizenship : How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about being online?	Staying safe: How can I stay safe as I grow up?	My healthy self: How can I support my mind and body as I grow?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	My healthy self: How do my choices today shape my future wellbeing ?	Citizenship : How can we protect everyone's rights?	Sex education: How do people become parents and carers?

PSHEe and RSE

Intent

Through our PSHEe curriculum (incorporating PSHEe and RSE) 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, Health and Economic Education to include resilience, mental health, emotional literacy, social skills, British values and SMSC (Spiritual, Moral, Social and Cultural development), as well as Relationship and Sex Education. Statutory RSE objectives are woven through our PSHEe curriculum skills and knowledge and are listed explicitly on the sequencing document for each unit of work.

Spiritual, Moral, Social and Cultural

PSHEe 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. PSHEe will also support children's understanding and appreciation of different cultures within school and Britain.

British Values

The British values of democracy, rule of law, respect, individual liberty and tolerance are also included within PSHEE lessons and assemblies. The knowledge and values from PSHEE are regularly referred to within all aspects of the school day.

Safeguarding

As referenced in Keeping Children Safe in Education, schools play a crucial role in safeguarding children. In PSHEE, our curriculum allows us to teach statutory topics, based on guidance from the PSHE Association, alongside contextual safeguarding that is personalised to our setting. We aim to protect our children by educating them about the potential dangers they could come into contact with in their daily lives, either now or in the future, with support from relevant people and organisations. These could include, although are not limited to: county lines, gun crime, keeping safe on the farm, keeping safe near water and railways. At The Ribblesdale Federation of Schools we work as a team where it is understood that everyone is responsible for keeping children safe. Through this collaborative approach to safeguarding, risk is identified quickly so that effective action can take place in a timely and suitable manner.

EYFS

This subject leader handbook is for PSHEE. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in PSHEE. PSED is threaded through the entire curriculum for EYFS. See EYFS Handbook.

[Implementation](#)

We follow the KAPOW scheme of work, based upon guidance from the PSHEE 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 PSHEE 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 worships are used to reinforce and develop our school values, promoting pupils' 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:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing
- Transition

In PSHEE 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 KAPOW to deliver RSE, alongside additional resources that are curated and carefully planned to meet the needs and requirements of the children in the Ribblesdale Federation of Schools.

Building vocabulary is key to showing knowledge and understanding of PSHEe, RSE and safeguarding. Teachers will share age appropriate vocabulary with children in lessons, assemblies and at other relevant times so that they can clearly communicate about these areas of learning. For example: gender stereotypes, consent, resilience

Impact

All children understand the importance of PSHEe, RSE, RE, SMSC and British Values and the effects it can have on life in and out of school, this is evident through 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 PSHEe 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 PSHEE 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, PSHEe 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.

SEND Adaptations for PSHEe

To support pupils with SEND to access a full PSHEe 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. See below for suggestions of SEND adaptations for PSHEe. Note that this is not an exhaustive list and teachers should make adaptations for the individual, based on their own knowledge of the child.

SEND Adaptations for PSHEe			
Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
The ability to explain a concept/provide reasoning to explain a thought or opinion. Understanding of subject specific vocabulary.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aide understanding of SEMH practices such as star breathing/mindfulness colouring. Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. ‘sex’ or ‘period.’ Create word banks accompanied by visuals to demonstrate the meaning of a word in a PSHEe context. PSHEe is most effective when informal opportunities to embed learning in PSHEE lessons are identified by staff. For example,	Expressing themselves and sharing their thoughts and opinions orally. EAL pupils may find it difficult to access resources/learning. Some children might not understand what is/isn’t appropriate to share with the rest of the class when discussing specific topics in PSHEe.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way. Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer. Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers

Putting abstract theory into practice. E.g. learning about the importance of personal space.	when pupils are queuing for lunch there is an opportunity to reinforce learning about personal boundaries and how it feels if somebody transgresses a personal boundary.		click Review – Translate – Translate Document). This will fully translate the document and open in a new window.
Some pupils with SEND might not have PSHEe learning reinforced at home and may not have the opportunity to discuss key concepts e.g. puberty with trusted adults at home.	Overlearn key concepts with SEND pupils by following up main class teaching with 1:1/small group sessions. For example, follow up a lesson on the menstrual cycle with a 1:1 session teaching pupils how to correctly place a sanitary towel in underwear. For example, follow up a lesson on personal hygiene with a 1:1 session modelling how to properly brush teeth using enlarged teeth/how to properly wash your body using a doll and baby bath.		Dependent on what is being discussed, ask pupils to write down on a post-it note/draw/record on an iPad what they want to say before they say it aloud to the rest of the class. T and LSA to review appropriateness to ensure that SEND pupil do not ‘over-share’ personal details about themselves or their family during PSHEe lessons.
Physical and Sensory		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Physical difficulties accessing specific environments during PSHEe trips/activities.	Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.	The acceptance that others have different views and that they have a right to hold and express them. This can be particularly difficult for pupils with ASD.	Use a multi-sensory approach to teaching concepts e.g. through drama and role play. This will make concepts unfamiliar to themselves less abstract. Use Social Stories to explain how different people respond differently to specific scenarios. E.g. to explain to a pupil that ‘hitting back’ is not acceptable.
Children with a visual impairment may	Ensure that font size used in resources matches the specific font size specified in	Difficulties with social skills may result in children finding group work challenging.	Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant

find it difficult to view text/images/concrete resources.	the child's report provided by the Visual Impairment Team. Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe the artefact/stimulus.		children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.
Uncomfortable feelings that arise due to context of PSHE lessons could result in some children feeling overwhelmed.	Teachers to consider which children may be in need of a sensory break part way through an PSHE lesson. Children may be taken on a directed sensory break by an TA to ensure that PSHE lessons do not negatively impact SEMH of pupils. Be particularly considerate of ASD pupils with alexithymia.	Distress caused by the topic being discussed in PSHE.	Teachers to consider the past experiences and ACEs of children in their class. Use a trauma informed approach to consider whether the lesson is appropriate for specific students and arrange alternative provision (e.g. 1:1/small group delivery) if not e.g. NPSCC PANTS campaign may not be appropriate as a whole class lesson for pupils who have experienced sexual abuse. Teachers to consider using the PACE model of teaching, particularly aimed at children who have experienced Trauma.

Self-regulation: My feelings

EYFS

Skills

- Identifying how characters within a story may be feeling.
- Identifying and expressing my own feelings.
- Exploring coping strategies to help regulate emotions.
- Exploring different facial expressions and identifying the different feelings they can represent.
- Exploring ways to moderate behaviour, socially and emotionally.

Knowledge

- To name some different feelings and emotions.
- To know that facial expressions can give us clues as to how a person is feeling.
- To know some strategies to calm down.

Building relationships: Special relationships

EYFS

Skills

- Learning how to talk about our families and discussing why we love them.
- Talking about people that hold a special place in my life
Developing strategies to help when sharing with others.
- Exploring what makes a good friend.
- Thinking about what it means to be a valued person.
Exploring the differences between us that make each person unique.

Knowledge

- To name and describe the different members of our families.
- To understand that all families are valuable and special.
- To know that we share toys so that everyone feels involved and no one feels left out or upset.
To understand that different people like different things.
- To understand that all people are valuable.

Considering the perspectives and feelings of others. • Learning to work as a member of a team. • Developing listening skills	• To know that it is important to help, listen and support others when working as a team. • To know that it is important to tell the truth
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Managing self: Taking on challenges

EYFS

Skills

- Discussing ways that we can take care of ourselves.
- Exploring how exercise affects different parts of the body.
- Coping with challenge when problem solving.

Knowledge

- To know that I am a valuable individual.
- To know that I can learn from my mistakes.

Self-regulation: Listening and following instructions

EYFS

Skills

- Considering why it is important to follow rules.
- Exploring what it means to be a safe pedestrian.
- Beginning to understand why rules are important in school.

Knowledge

- To know that some rules are in place to keep us safe.
- To know how to behave safely on the pavement and when crossing roads with an adult.
- To know that we have rules to keep everything fair, safe and enjoyable for everyone.

Building relationships: My family and friends

EYFS

Skills

- Learning how to talk about our families and discussing why we love them.
- Talking about people that hold a special place in my life
- Developing strategies to help when sharing with others.
- Exploring what makes a good friend.
- Thinking about what it means to be a valued person.
- Exploring the differences between us that make each person unique.
- Considering the perspectives and feelings of others.
- Learning to work as a member of a team.
- Developing listening skills

Knowledge

- To name and describe the different members of our families.
- To understand that all families are valuable and special.
- To know that we share toys so that everyone feels involved and no one feels left out or upset.
- To understand that different people like different things.
- To understand that all people are valuable.
- To know that it is important to help, listen and support others when working as a team.
- To know that it is important to tell the truth.

Managing self: My wellbeing

EYFS

Skills

- Discussing ways that we can take care of ourselves.

Knowledge

- To know that having a naturally colourful diet is one way to try and eat healthily,

- Exploring how exercise affects different parts of the body

- To know that exercise means moving our body and is important.
- To know that yoga can help our bodies and minds relax,

Connecting with others: How can I help myself and others feel happy and safe?

Key Stage 1

Skills

Talking about how families are special
 Identifying different ways family members help each other
 Recognising when someone in a family might need support
 Exploring why spending time with family is important to them
 Identifying some appropriate and inappropriate responses to family disagreements
 Beginning to express disagreement calmly (e.g. 'I don't agree' or 'Can I have a turn too?').
 Solving some minor disagreements with peers, using compromise, turn-taking or asking for help from an adult.
 Recognising and admitting when they or others have behaved in an unkind way.
 Expressing basic feelings (e.g. 'I feel sad') and needs politely (e.g. 'Please stop').
 Using polite words to ask for help or solve small problems.
 Beginning to use calming strategies with adult support.
 Discussing what makes a good friend (e.g. kind, sharing).
 Discussing why friendships are important to them.
 Using simple, polite phrases in everyday situations.
 Showing respectful behaviour towards others by listening, sharing and taking turns.
 Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall).
 Talking about things they are good at and enjoy.
 Recognising and naming their own feelings and achievements.
 Beginning to set simple personal goals, e.g. 'I want to learn to tie my shoelaces'.
 Practising positive self-talk with adult support, e.g. 'I can do it if I keep trying'.

Knowledge

How some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill).
 Spending time with family is important because it helps people build strong relationships and feel loved and supported.
 All families have arguments sometimes.
 Home should feel like a 'safe space' and if it does not, they should speak to a trusted adult at school.
 Within families, just like in all relationships, violence is not an acceptable way to deal with problems.
 Respectful disagreement is part of healthy relationships.
 It is okay to feel upset but it is not okay to act in unkind ways or to hurt others.
 Sometimes they may need to pause before reacting.
 Saying sorry can help make things better when something goes wrong.
 Everyone has feelings and kind words can help solve problems.
 We might feel cross, upset or disappointed when things do not go our way.
 We can say what we need or do not like in a kind way.
 Friends are people who like to spend time together and who are kind and helpful to one another.
 Having friends can help you feel happy and stop you from feeling lonely.
 Loneliness means feeling alone, not just being alone.
 Friends will not always agree on everything.
 Being polite is a way of treating others with kindness.
 We share spaces with others and need to be kind and consider others around us.
 Everyone has different likes, dislikes and feelings.

	Something we enjoy might not be enjoyable for someone else. Everyone is unique and important. Everyone has different strengths or things they are good at. They can feel proud of themselves for trying their best.
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The Online World: How do we spend time online?

KS1

Skills

- Recognising some occasions when they are online in their everyday life.
- Identifying activities that can be done online with others and those that are done in person.
- Recognising that polite behaviour in person is the same as polite behaviour online.
- Recognising that screen time can distract people from doing something important.
- Asking a trusted adult to check something unfamiliar that appears online (e.g. adverts or cookie pop-ups).
- Checking with a trusted adult before they use new apps or websites.

Knowledge

- Using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online.
- Polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person.
 - Too much screen time can interfere with other healthy habits.
- Some content on the internet is not intended or suitable for children.
 - People can search online for information or answers to questions.
- Who trusted adults are and how to report concerns about online content or behaviour.

Health Protection: How can I protect myself and others in daily life?

KS1

Skills

- Practising how to wash their hands properly using soap and water.
- Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing).
- Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump).
- Choosing appropriate clothing and preparing for different weather conditions (e.g. a hat, sunglasses and suncream when it is hot).
 - Telling an adult when they feel unwell, tired or hurt.
- Beginning to describe common signs of illness (e.g. "My tummy hurts", "I feel dizzy").
 - Identifying some emergency situations.

Knowledge

- Germs can live on hands and surfaces even when they cannot be seen.
 - Washing hands with soap and water helps remove germs that can make people ill.
- People should cover their mouths when they cough or sneeze and put tissues in the bin.
- People have check-ups with doctors, nurses and dentists to help them stay healthy. Sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly.
- Some people need to use medicine often, such as inhalers, to help keep them well.
 - Head bumps should always be told to an adult.
- First aid is the immediate help given to someone who is hurt or unwell.
 - Ice packs can help with bruises or bumps.
- It is important for broken skin to be cleaned to ensure germs cannot enter the body.
- Their role is to get help from a trusted adult, not to try to fix the injury themselves.
- Wearing a hat and covering skin can help keep them safe in the sun.
 - They should drink water when it is hot to stay well.
- They should tell a trusted adult if something hurts or feels wrong in their body.
- Some common signs of illness include a tummy ache, feeling hot or cold, coughing or sneezing.
 - Medicines, when used properly, can help people feel better.
 - 999 is the number to dial in an emergency.

Staying Safe: How can I stay safe?

KS1

Skills

- Recognising when something may be dangerous in the home.
- Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why.
- Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).
 - Following simple safety rules in different settings.
 - Identifying safe places to walk on the pavement.
- Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads.
- Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”.
 - Naming some trusted adults at home and school.
 - Identifying some emergency situations.

Knowledge

- Some things in the home can be harmful.
- Household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult’s permission.
- If things are not used as intended, they can become harmful, especially to children (e.g. someone else’s medicine, cleaning products, etc).
- Some things people put in or on their bodies can help them (e.g. medicine), and some can be harmful.
- They should never touch or taste something if they do not know what it is.
 - The ‘Stop, Look and Listen’ rule for crossing a road.
 - A helmet should be worn when biking or scooting.
- Some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers).
- Their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry).
- It is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.
- The emergency services are the police, fire and ambulance services.
 - 999 is the number to dial in an emergency.

Connecting with Others: How can I build safe, kind and caring relationships with others?

KS1

Skills

- Describing who is in their family.
- Discussing how families are all unique.
- Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs).
 - Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging.
- Asking permission before touching or using someone else's things.
- Expressing their own boundaries using simple language (e.g. 'I don't like that').
 - Respecting when others say no or need space.
- Using roleplay to ask for help with clear, simple words, such as 'I need help' or 'something is wrong'.
 - Naming trusted adults at home and school.
 - Recognising bullying behaviour in simple scenarios.
 - Naming how someone might feel if they are being bullied.

Knowledge

- People in a community can be different from each other, which makes the community interesting and special.
 - The differences between people are something to celebrate.
- It is unfair to treat someone differently just because they are different from you.
 - It is important to treat everyone with kindness and respect.
- Families can include different members (e.g. siblings, single/multiple parents, adoptive parents, LAC, step-parents).
 - Everyone has the right to say no, even to people they know.
- It is never their fault if someone does something that makes them feel uncomfortable or unsafe.
 - They should seek help if:
 - someone is unkind, hurts them or someone else;
 - they feel scared, worried or confused;
 - someone asks them to keep a secret that makes them uncomfortable
 - They can talk to a trusted adult if someone crosses a boundary.
- Bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('several times on purpose').
- They should tell an adult if they or someone they know is being bullied ('start telling other people')

The Online World: How can I stay safe online?

KS1

Skills

- Recognising some occasions when they are online in their everyday life.
- Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups).
 - Checking with a trusted adult before they use new apps or websites.
- Beginning to identify when someone has shared too much information about themselves online.
 - Recognising when something online makes the feel scared, worried, uncomfortable or unsafe.

Knowledge

- People choose what they share online and that not everything shared online is real or true.
 - Some online is not intended or suitable for children.
 - Information shared online might be seen by a lot of people.
 - It is unsafe to share some information online.
- No-one should share photos or videos of someone else online without permission.
- Who trusted adults are and how to report concerns about online content or behaviour.

Connecting with Others: What helps us feel safe and included?

LKS2

Skills

- Describing different ways families can spend time together.
- Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc.).
- Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement, etc).
 - Identifying characteristics they look for in a friend and why.
 - Considering practical ways they can be a good friend to others.
- Using respectful language when disagreeing or solving problems with others.
 - Analysing situations and discussing appropriate and inappropriate responses.
- Handling minor disagreements independently and fairly, using learnt techniques like negotiation and compromise
- Communicating personal boundaries clearly (e.g. 'I am not comfortable with that').
- Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult).
 - Practising saying no or expressing disagreement respectfully.
- Communicating simple boundaries clearly (e.g. 'I don't want to play that game').
 - Identifying their own characteristics, strengths, skills and interests.
 - Reflecting on personal achievements and progress.
- Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel.
- Identifying examples of different types of bullying in various contexts, including online.
 - Explaining how bullying can affect someone's feelings and mental wellbeing, and developing empathy towards those who are targeted.

Knowledge

- Family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork).
 - Every family faces challenges.
 - That families should make them feel loved, safe and supported.
- That different families might show love and spend time together in different ways.
- Even though families may look very different, they usually have love and care for each other at their core
- That there are many different family types: families come in many forms and deserve to be treated with kindness.
 - That every family faces challenges at some point, and help is always available to children when they need it.
 - That apologising and discussing feelings can help solve problems and maintain good relationships.
 - Respect means treating others as you would like to be treated: with kindness and fairness.
 - Respecting boundaries helps keep relationships safe and healthy.
- Self-respect means valuing yourself and treating yourself with kindness.
- Trying new things, learning from mistakes and achieving goals can build confidence.
- That there are different types of bullying, including physical, verbal and online (cyberbullying).
 - That bullying may target someone's appearance, beliefs or abilities.

The Online World: How should we communicate online?

LKS2

Skills

- Identifying what the internet can be used for.
- Identifying the benefits and challenges of online and in-person communication.
- Communicating respectfully and appropriately in an online environment.
- Recognising that disrespectful online communication can have a negative impact on others.
 - Identifying some types of online bullying behaviour.
- Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy.
 - Choosing whether to accept a friend request in an online game.
- Recognising that some online features are not suitable for all ages.
- Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.

Knowledge

- The same respectful behaviours apply online as in person.
- Online communication can make misunderstandings more likely.
- They should only communicate online with others they know, not with people they do not know.
 - Bullying can happen online.
- Once something is shared online, even privately, they no longer have control over who sees it.
- Even when they are speaking to friends online, they should not share private information.
- Some apps and websites have age restrictions which are there to keep children safe.
- How to take a screenshot or screen-grab to save online information as evidence.

Citizenship: What careers do people choose and why?

LKS2

Skills

Knowledge

Coming Nov 2026

Staying Safe: What signs help me recognise what is safe or unsafe?

LKS2

Skills

- Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member).
- Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets).
- Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play.
- Practising how they would ask for help and say 'no' in certain situations.*
- Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).*
- Explaining how to safely cross roads using a variety of crossing types.
 - Identifying various risks on roads and ways to make them safer.
- Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures).
 - Explaining some water safety signs and their meaning.
- Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios.
 - Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean.
 - Identifying different ways of getting help in an emergency, including phoning 999. *
- Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).
- Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know.

Knowledge

- To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult).
- That feeling and being unsafe can happen even with someone they know.
- That when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware.
- That they should not share personal information with people they do not know and trust, including online.
- That they can speak to more than one trusted adult if the first person does not help or take action straightaway.
 - That they should seek help if:
 - Someone touches them or speaks to them in a way that feels wrong, including online.
 - They feel pressured to do something unsafe or that they don't want to do, including online.
 - They see or hear something that worries them, even if it's not about them, including online.
 - Some common road-crossing types.
- Some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways).
- That swimming in open water is usually more dangerous than swimming in a swimming pool.
 - What beach safety flags tell us about the conditions.
- That thinking ahead and considering potential risks can help prevent accidents.
 - That fire can spread quickly and should never be played with.
- That appliances and household products should only be used for the purpose they are designed for.

	• That an operator will ask which emergency service is needed, what happened and where. * • That alcohol and smoking/ vaping are legal for adults but illegal for children. • That alcohol and smoking/vaping both have harmful effects on the body. • That medicines should only be used as directed by a trusted adult or health professional or they can be harmful.
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Connecting with Others: How can we respect each other?

LKS2

Skills

- Beginning to recognise unhealthy or unhappy friendships.
- Taking ownership of their actions and explaining how they have acted impulsively or unkindly
- Using manners when getting someone's attention, eating meals together, moving around the school or the classroom and speaking to new people.
 - Considering how words, tone and body language can show respect or disrespect, and recognising how this influences how others perceive them.
- Identifying respectful and disrespectful behaviours in a range of scenarios.
 - Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music).
- Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema).
- Listening and responding respectfully when someone makes a request or expresses a boundary.
- Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk).
- Setting and working towards personal goals with more independence.
- Beginning to challenge negative self-talk and compare themselves less to others.
- Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes).
 - Rehearsing what to do or say when they see bullying happening.
- Practising how they would ask for help and say 'no' in certain situations.
- Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).

Knowledge

- To know within families, just like in all relationships, violence is not an acceptable way to deal with problems.
- To know they do not have to be friends with everyone and others do not have to be friends with them, but everyone has the right to be treated with respect and kindness.
- To know healthy friendships should help them feel included, valued and supported, especially during difficult times.
 - That many people experience feelings of loneliness at times.
 - They should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend.
- That apologising and discussing feelings can help solve problems and maintain good relationships.
- That respectful disagreement is a normal part of healthy relationships.
 - That compromise and fairness are vital to any friendship.
- Respect means treating others as you would like to be treated: with kindness and fairness.
 - Good manners are a way of showing respect to other people.
- That different people may have different needs and preferences in the same space.
- That respecting boundaries helps keep relationships safe and healthy.
 - Physical, emotional and digital boundaries are all important.
- Some secrets are safe (e.g. a surprise party) but others may be unsafe if they make someone feel worried, scared or uncomfortable.
- Being assertive means speaking up calmly and politely without being unkind.
 - That being kind does not mean always agreeing or giving in.
- They cannot always have what they want and that others may want different things, so it is often important to find a compromise.

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| | <ul style="list-style-type: none">• Disappointment and frustration are normal feelings and will pass.• Self-respect means valuing yourself and treating yourself with kindness.• A stereotype is an unfair assumption about a group of people, without considering them as individuals.<ul style="list-style-type: none">• That people should be treated as individuals and with respect.• There may be times when they see or become aware of bullying happening to others, either in person or online.• They can speak to more than one trusted adult if the first person does not help or take action straightaway.• They should seek help if someone touches them or speaks to them in a way that feels wrong, including online; they feel pressured to do something unsafe or that they do not want to do, including online; and they see or hear something that worries them, even if it is not about them, including online. |
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The Online World: How can we decide who to trust online?

LKS2

Skills

- Identifying what the internet can be used for.
- Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy.
- Recognising that some online features are not suitable for all ages.
- Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.
- Questioning whether online information, including from search engines, is accurate.
 - Comparing several sources of information before choosing one.

Knowledge

- Many everyday activities involve being online, even when it is not obvious.
- Some apps and websites have age restrictions to keep children safe.
 - Some information online may be inaccurate or misleading

Connecting with Others: Why are healthy relationships important?

UKS2

Skills

- Discussing how the time spent with family may change as they get older and how these relationships might evolve.
- Reflecting on how they support their families, how their families support them and why this is important to their families.
- Exploring different ways parents or carers might protect and show care for their children.
- Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect).
 - Analysing how different contexts can influence family roles and relationships.
 - Recognising and respecting different types of families.
 - Recognising when a family relationship seems unsafe or unhealthy.
 - Considering the importance of friendships and the different ways friendships can enhance our lives.
 - Suggesting ways people can make new friends throughout their lives.
 - Recognising that friendships will change and evolve over time.
 - Describing some signs of unhealthy or unhappy friendships.
 - Resolving conflict using calm, assertive communication (e.g. 'I feel... when you...' statements).
 - Self-identifying when they need to adjust their behaviour.
 - Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings.
 - Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future.- Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.

Knowledge

- Commitment' means promising to be with someone through good and bad times.
- That marriage and civil partnerships are legal commitments between two people based on love and care.
- Parents/carers are there to guide children and protect them, and this might mean setting boundaries or rules.
- Families should support and protect the physical and mental health of all members and provide love and security to children.
- Family functions (e.g. support and caregiving) may be shared differently in different families.
- The central function of any family is to provide stability and safety to its members, especially children.
- They can speak to someone at school or Childline if a family relationship is making them feel unsafe.
- That families should support and protect the physical safety and mental health of all members.
- That close friendships are important for people's happiness and mental health.
 - The signs of unhealthy friendships might be one-sidedness, frequent criticism, controlling behaviours, constant conflict or unreliable or untrustworthy actions.
- How people deal with fallouts and disagreements can affect how strong their friendships become.
 - People who pressure, lie, or break promises may not be trustworthy.
 - It is ok to end a friendship if it is unhealthy or makes them unhappy
- Some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques).

• Practising discussing disagreements without blaming others or over-reacting. • Recognising and celebrating their own identity and what makes them unique. • Practising ways to safely speak out against unfairness or exclusion, using respectful language. • Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). • Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves. • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box) •	• It is important to regulate our responses to emotions so they do not control our feelings and actions. • If conflict exists, using violence or aggression is not acceptable and will make things worse. • People should try to balance their own needs and wants with the needs and rights of those around them to be respectful. • That people have a responsibility to each other to behave appropriately and fairly. • That healthy relationships involve mutual trust, respect and consent. • They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. • How to express needs and boundaries respectfully and confidently. • The difference between being assertive, passive, aggressive and controlling (coercive). • They can be kind and respectful to others without ignoring their own needs. • Identity includes values, beliefs, likes, dislikes and cultural background. • How to get help from trusted adults, school procedures or external support services (e.g. Childline). • They should always seek help if they experience or witness violence, threats or harm, either in person or online; someone tries to hurt them or others physically or emotionally, including online; someone touches them or talks to them in an unsafe or inappropriate way, including online; they feel unsafe but are not sure why, or are unsure who to trust, including online; or they are worried about someone else being hurt or treated badly, including online.
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The Online World: How am I influenced by what I see online?

UKS2

Skills

- Recognising that online experiences can have both positive and negative effects.
- Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour.
- Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested.
- Recognising that some apps and websites have age restrictions because of their content or features.
- Evaluating information they see online, including the difference between fact and opinion.
- Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).

Knowledge

- Specific online activities are designed for different purposes (e.g. communication, entertainment or learning).
- Influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious.
 - Online content is often edited and carefully chosen.
- Personal data includes information about a person, including their online behaviour and interests.
- Apps, websites and games can collect personal data, including location information.
- There are steps they can take if they recognise they are being negatively influenced online (e.g. unfollowing, blocking, fact-checking or reporting).
 - How to report concerns on different online platforms.
- Reporting online concerns to a trusted adult is always important.

Citizenship: How can we in control of our money?

UKS2

Skills

Knowledge

Coming Nov 2026

Connecting with others: What does it mean to stand up for myself and others?

UKS2

Skills

- Analysing how different contexts can influence family roles and relationships.
- Resolving conflict using calm, assertive communication (e.g. “I feel... when you...” statements).
- Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings.
- Using courtesy and manners in a variety of situations, such as being late, forgetting something, admitting a mistake, challenging something respectfully and in a new or unfamiliar environment.
- Considering how to apply respectful behaviour across different settings (e.g. school, public places, online).
- Practising adapting communication to show respect in formal and informal situations, with both peers and adults.
- Recognising situations where their personal preferences may conflict with others’ needs and responding appropriately (e.g. not playing music aloud on transport, being aware of body space).
- Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements).
- Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.
- Recognising when to stand up for themselves and when to compromise.
- Discussing real-life examples of balancing their own needs with those of others.
- Practising discussing disagreements without blaming others or over-reacting.
- Recognising and celebrating their own identity and what makes them unique.

Knowledge

- They can speak to someone at school or Childline if a family relationship is making them feel unsafe.
- How people deal with fallouts and disagreements can affect how strong their friendships become.
- People who pressure, lie or break promises may not be trustworthy.
- Some techniques can actually work to calm our body’s natural emotional response (e.g. slowing breathing, grounding techniques).
- It is important to regulate our responses to emotions so they do not control our feelings and actions.
- If conflict exists, using violence or aggression is not acceptable and will make things worse.
- Respect can also mean recognising someone’s role or responsibility (e.g. showing respect to teachers, leaders or people in public service).
- People should try to balance their own needs and wants with the needs and rights of those around them to be respectful.
- That people have a responsibility to each other to behave appropriately and fairly.
- That healthy relationships involve mutual trust, respect and consent.
- It is okay to say no, to change their mind or change a boundary, even if they previously gave permission.
- Crossing someone’s boundary, even as a joke, can harm trust and damage relationships.
- They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe.
- How to express needs and boundaries respectfully and confidently.
- They can be kind and respectful to others without ignoring their own needs.

- Reflecting on personal values and how these should influence their behaviour and choices.
 - Setting personal goals and planning how to work towards them.
 - Practising self-care strategies that support emotional wellbeing.
- Noticing where stereotypes might appear, such as in books, games, adverts or everyday language.
 - Considering how people are shown respect or disrespect in real-life situations, such as in the news or sports.
- Practising ways to safely speak out against unfairness or exclusion, using respectful language.
- Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders.
 - Demonstrating safe and effective ways to respond to bullying, both in person and online.
 - Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).
- Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.
- Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).

- That behaving in ways that align with our values contributes to self-respect.
- Self-respect supports good mental health and happiness and aids personal growth.
 - Identity includes values, beliefs, likes, dislikes and cultural background.
 - Developing interests and achieving goals helps build self-esteem.
 - Discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability.
 - That stereotypes can be harmful because they limit what people believe they can do or become.
- A bystander is someone who sees or knows that bullying is happening but does not take part or take action.
- An upstander is someone who witnesses bullying and chooses to take safe and appropriate action.
- That bullying can seriously affect the mental health of those involved and can have a long-term impact.
 - They should always seek help if they experience or witness violence, threats or harm, either in person or online; someone tries to hurt them or others physically or emotionally, including online; someone touches them or talks to them in an unsafe or inappropriate way, including online; they feel unsafe but are not sure why or are unsure who to trust, including online or they are worried about someone else being hurt or treated badly, including online.

The online world: How do I feel about being online?

UKS2

Skills

Knowledge

Coming 30 June 2026

Staying safe: How can I stay safe as I grow up?

UKS2

Skills

- Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online.
- Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help.
- Practising how to ask for, give or refuse permission or consent in a range of situations.
- Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).*
- Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.*
- Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*
- Identifying safe places to cross a road and describing different strategies to cross safely.
- Explaining how to safely cross a railway line, at identified crossing points.
- Identifying various risks on railways and ways to make them safer.

Knowledge

- To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign.
- To know that someone asking them to keep conversations or photos private, especially online, may be unsafe.
- To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people.
- To know that not everyone online is who they say they are.
- To know that the absence of permission or consent means that a situation is likely to be unsafe.
- To know that they should always seek help if:
 - They experience or witness violence, threats or harm, either in person or online.
 - Someone tries to hurt them or others physically or emotionally, including online.
 - Someone touches them or talks to them in an unsafe or inappropriate way, including online.
 - They feel unsafe but are not sure why, or are unsure who to trust, including online.
 - They are worried about someone else being hurt or treated badly, including online.
- To know some common safety issues when crossing the road or around railways.

- Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks.
- Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety.
- Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places).
- Assessing whether a situation is hazardous and explaining why.
- Considering how to respond to hazards in a range of situations, including those involving peers.
- Identify situations where calling 999 is appropriate vs not.*
- Recognising other ways of getting help when it is needed, but is not an emergency.*
- Explaining why filming an incident is not usually the right course of action in an emergency.*
- Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco).
- Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). Explaining the risks and consequences of using harmful substances and practising how to say 'no'.

- To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines.
- To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway.
- To know what beach safety flags tell us about the conditions.
- To know the water safety code (Stop and think, Stay together, call 999, float).
- To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices.
- To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks).
- To know that some environments carry higher risk and require greater caution.
- To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.*
- To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.*
- To know that drugs are substances that change how the body or mind works.
- To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor.
- To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health.

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| | <ul style="list-style-type: none">• To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children.• To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them. |
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