

Learning Objectives & Safeguarding Links PSHE and RSE 2025-26

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class/Unit	Families and Relationship	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition
EYFS	<p>Self-Regulation: My Feelings Explore and understand feelings → helps children identify emotions that may indicate stress, anxiety, or distress. Communicate and cope with feelings → early emotional literacy, enabling children to seek help safely. Overall safeguarding connection: Supports mental wellbeing, self-awareness, and early intervention for emotional safeguarding.</p>	<p>Building Relationships: Special Relationships Value families and special people → encourages secure attachments and understanding of safe relationships. Sharing and developing strategies → fosters social skills and reduces conflict. Exploring diversity → teaches respect for differences and prevents discriminatory behaviour, a safeguarding priority. Overall safeguarding connection: Promotes healthy attachments, respect, and awareness of safe relationships.</p>	<p>Managing Self: Taking on Challenges Understand rules and boundaries → children learn about safety and acceptable behaviour. Persistence and resilience → teaches children to cope safely with challenges. Effective communication and grounding strategies → equips children with skills to express concerns or ask for help. Learning new skills safely → promotes confidence and independence in a controlled environment. Overall safeguarding connection: Encourages self-regulation, safe risk-taking, and coping strategies.</p>	<p>Self-Regulation: Listening and Following Instructions Honest, thoughtful, resilient listening → children learn to follow instructions for their safety. Responding appropriately → promotes awareness of safe behaviour in classroom and playground. Overall safeguarding connection: Builds behavioural safety, compliance with instructions, and trust in adults.</p>	<p>Building Relationships: My Family and Friends Understanding different beliefs and celebrations → teaches respect and inclusion. Characteristics of good friends → helps children identify safe and supportive friendships. Listening to one another → encourages peer support and recognising signs of distress in others. Overall safeguarding connection: Supports social safety, inclusion, and early recognition of harmful or unsafe interactions.</p>	<p>Managing Self: My Wellbeing Exercise, meditation, and balanced diet → encourages physical health and self-care, reducing neglect risks. Caring for themselves → supports early awareness of body autonomy and personal boundaries. Overall safeguarding connection: Promotes holistic wellbeing, self-care, and understanding of safe routines.</p>
Year 1	<p>Understanding family differences → supports awareness that not all homes are the same, encourages respect and empathy. Recognising feelings and resolving conflict → early identification of emotional issues and peer problems. Personal information is private → foundational online safety and personal boundaries awareness. Respectful relationships → reduces risk of bullying and teaches safe interaction with others.</p>	<p>Health and prevention: Limiting the spread of germs, sun safety, awareness of allergens. Physical health and wellbeing: Importance of sleep for repair, growth, and energy. Mental wellbeing: Understanding strengths, qualities, and vocabulary for emotions.</p>	<p>What to do if lost Identifying home hazards Knowing community helpers Some contact is never appropriate Hazards can cause injury Medicines only taken with adult guidance Emergency services roles</p> <p>Safeguarding Links Personal safety awareness, including recognising inappropriate contact Emergency response and help-seeking Health and body safety</p>	<p>School rules Pets' needs Needs of younger children change over time Voting is a fair decision-making tool People are different, and that is positive Safeguarding Links Understanding rules and consequences builds responsibility and safety awareness Appreciating diversity supports inclusion and respect for differences Fair decision-making introduces democratic participation in safe contexts</p>	<p>☑ Keeping money safe: Teaches children not to give money to strangers, linking to stranger danger and personal safety. ☑ Finding money: Reinforces the importance of telling a trusted adult if they find money, linking to reporting concerns and making safe choices. ☑ Understanding banks: Introduces the idea of safe places, which can link to personal property safety and the importance of security. ☑ Listening to job descriptions: Encourages respect for adults' roles and developing trust in safe relationships. ☑ Decision making about money: Links to early understanding of responsibility and the consequences of choices, including ethical behaviour.</p>	<p>Recognising safe adults and sources of help if change feels overwhelming (NC KS1: "how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help") Understanding feelings associated with change, promoting mental wellbeing ("that mental wellbeing is a normal part of daily life") Encouraging self-respect and valuing oneself ("the importance of self-respect and how this links to their own happiness")</p>

<p>Year 2</p>	<p>Families may differ from my own; families provide care and love. Friendship problems may occur; some may be serious and need attention. People show feelings in different ways; good manners; job stereotypes. Ways to remember people or events. Respect for family diversity → prevents discrimination and fosters inclusion. Understanding and addressing serious friendship problems → supports early intervention for emotional or peer safeguarding concerns. Reading feelings and appropriate responses → encourages empathy and awareness of peer wellbeing. Coping with loss → emotional literacy and identification of distress signals.</p>	<p>Health and prevention: Sugar's impact on teeth. Physical health and wellbeing: Importance of exercise, balance in diet, relaxation techniques. Mental wellbeing: Recognising multiple emotions, understanding growth mindset. Healthy habits and routines → supports physical wellbeing and self-care, reducing neglect risks. Exercise, diet, and relaxation → builds resilience and coping strategies for stress. Managing emotions and empathy → helps pupils recognise their own and others' distress, early safeguarding intervention.</p>	<p>PANTS rule Difference between secrets and surprises Private parts awareness Medicine safety Safeguarding Links Personal boundaries and body awareness Recognising unsafe situations (online and offline) Safe handling of substances Early understanding of sexual safety</p>	<p>Rules in different settings Laws are rules for everyone Jobs that look after school and local environment Democracy in school (school council) Different groups contribute to the community Safeguarding Links Awareness of rules and laws promotes safe behaviour in society Community responsibility encourages social responsibility and active citizenship Voicing concerns builds confidence to speak up when something is wrong</p>	<p>☑ Identifying wants vs needs: Encourages children to make safe, considered decisions rather than impulsive choices. ☑ Bank account understanding: Links to safe handling of money and the risks of sharing personal financial information. ☑ Adult money sources: Opens discussion on household roles, linking to understanding safe family support structures. ☑ Inclusivity in workplaces: Supports respect for diversity, which underpins safeguarding against discrimination and bullying. ☑ Exploring personal skills: Builds self-awareness, resilience, and self-confidence, which protects mental wellbeing.</p>	<p>☑ Knowing who to turn to when worried (school staff, family, trusted adults) ("where and how to seek support") ☑ Recognising that changes can cause worries or anxiety, and understanding how to manage them safely ("how to recognise and talk about their emotions") ☑ Developing early resilience strategies in safe contexts ("simple self-care techniques, including the importance of rest, time spent with friends and family")</p>
<p>Year 3</p>	<p>Trusted adults/services (Childline) can help with family problems. Bullying is repeated and can be physical or verbal; violence is never a solution. Trust and good listening; recognising similarities/differences; age stereotypes. Family: Understanding family problems; recognising available help. Friendships: Resolving friendship problems; understanding bullying. Respectful relationships: Identifying trusted adults; effects of non-verbal communication; challenging stereotypes.</p>	<p>Health and prevention: Preventing tooth decay. Physical health and wellbeing: Positive impact of relaxation, balanced diet and portioning. Mental wellbeing: Importance of belonging, understanding loneliness, recognising and overcoming problems or barriers. Safeguarding Links Dental and general health care → teaches self-care and physical safety. Relaxation and healthy lifestyle planning → promotes resilience, stress management, and long-term wellbeing. Identity, belonging, and social support → pupils learn to recognise safe relationships, social inclusion, and support networks. Problem-solving skills → empowers children to manage challenges safely, including identifying when to ask for help.</p>	<p>Drugs, alcohol, tobacco</p> <ul style="list-style-type: none"> Understanding influences on choices <p>Basic first aid</p> <ul style="list-style-type: none"> Responding in medical emergencies <p>Knowledge</p> <ul style="list-style-type: none"> Cyberbullying is online bullying Recognising fake emails Allergic reactions and safety Prioritising safety in first aid <p>Safeguarding Links</p> <ul style="list-style-type: none"> Digital safety and online behaviour Decision-making and peer influence awareness Health emergency preparedness 	<ul style="list-style-type: none"> UN Convention on the Rights of the Child Recycling and positive environmental impact Local council responsibilities Elections for local councillors Charities' role in the community Consequences of breaking rules <p>Safeguarding Links Children's rights and responsibilities underpin safety, respect, and participation Understanding consequences reinforces awareness of safe and unsafe choices Community engagement promotes empathy and civic responsibility</p>	<p>☑ Budgeting and spending decisions: Promotes responsible choices and awareness of consequences. ☑ Understanding positive/negative feelings about money: Links to emotional literacy and recognising stress triggers. ☑ Ethical spending: Introduces the concept of considering the impact of choices on others, fostering empathy. ☑ Challenging job stereotypes: Connects to safeguarding against bias, discrimination, and inequality. ☑ Career reflection: Links to planning for safe and appropriate ambitions.</p>	<p>☑ Promoting coping strategies for emotional change ("how to recognise and talk about their emotions...how to judge whether what they are feeling is appropriate and proportionate") ☑ Recognising safe adults and using them for support during transitions ("how to ask for advice or help...keep trying until they are heard") ☑ Understanding responsibilities in relationships, including respect and kindness ("the importance of respecting others, even when they are very different from them")</p>

<p>Year 4</p>	<p>Families vary across the UK and world. Bullying roles: victim, bully, bystander. Everyone has right over their body. Courtesy, manners, disability stereotypes. Bereavement = feelings after death or major change. Safeguarding Links Respectful discussion of families → inclusion, anti-discrimination. Boundaries in friendships → personal safety and consent awareness. Understanding actions affect others → reduces harm and promotes empathy. Bereavement support → emotional safeguarding and early identification of pupils needing support. Body autonomy → foundational safeguarding concept about consent and personal boundaries.</p>	<p>Health and prevention: Key facts about dental health. Physical health and wellbeing: Understanding visualisation (creating mental images for relaxation). Mental wellbeing: Understanding job roles and required skills; normality of experiencing a range of emotions; mental health = emotional wellbeing; mistakes are learning opportunities; who can help if worried about own or others' mental health. Safeguarding Links Dental care independence → supports physical health and self-care, reducing neglect risks. Relaxation and visualisation → builds resilience, stress management, and coping strategies. Appreciating others' emotions → promotes empathy, social awareness, and safe peer interactions. Taking responsibility for emotions & growth mindset → encourages self-regulation, problem-solving, and emotional safety.</p>	<p>Basic first aid</p> <ul style="list-style-type: none"> Assisting with asthma attacks <p>Knowledge</p> <ul style="list-style-type: none"> Risks of online sharing Private vs public information Physical changes during puberty <p>Safeguarding Links Body autonomy and puberty awareness Recognising unsafe situations and trusted adults Online safety and digital responsibility</p>	<ul style="list-style-type: none"> Human rights apply to all People who protect human rights (police, judges, politicians) Benefits of reusing items for the environment Councillors balance residents' and council needs Local community is made up of multiple groups <p>Safeguarding Links Human rights knowledge underpins personal safety and protection Awareness of civic structures supports understanding who to approach for help Diversity and inclusion reinforce respect and anti-bullying principles</p>	<p>☑ Value for money & tracking spending: Supports safe financial habits and avoiding vulnerability to fraud or theft. ☑ Understanding bank use: Connects to secure handling of money and awareness of financial safety. ☑ Challenging workplace stereotypes: Reinforces equality, fairness, and respect for others. ☑ Career changes: Encourages resilience and adaptability in a safe, supported way. ☑ Advertising and peer pressure: Links to awareness of external influences and making safe, informed choices.</p>	<p>☑ Building self-esteem safely through achievements ("the importance of self-respect and how this links to their own happiness") ☑ Understanding boundaries and safe goal-setting ("what sorts of boundaries are appropriate in friendships with peers and others") ☑ Recognising unhealthy pressures or unsafe situations while pursuing goals ("how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help")</p>
<p>Year 5</p>	<p>Marriage is legal and a choice; ChildLine support for problems. Skills and attributes of a good friend; understanding bullying triggers; bystander action. Positive attributes and self-respect; stereotypes can be unfair; discrimination defined. Safeguarding Links Recognising unsafe family situations → supports early reporting and awareness. Bullying awareness and bystander action → enables children to act safely and seek help. Self-respect and recognising positive attributes → promotes resilience and mental wellbeing.</p>	<p>Health and prevention: Understanding risks of sun exposure. Physical health and wellbeing: Relaxation stretches help de-stress; understanding calories; sleep quality affected by pre-bed routines. Mental wellbeing: Understanding causes of stress; understanding that failure is part of success. Safeguarding Links Sun protection independence → teaches physical safety and awareness of environmental risks. Stress management and relaxation → equips pupils with copng strategies for mental</p>	<p>The changing adolescent body</p> <ul style="list-style-type: none"> Emotional changes in puberty Identifying reliable sources of help <p>Basic first aid</p> <ul style="list-style-type: none"> Helping someone who is bleeding <p>Knowledge</p> <ul style="list-style-type: none"> THINK mnemonic for online safety Risks online Menstrual cycle and reproductive anatomy <p>Safeguarding Links Digital boundaries and responsible behaviour</p>	<ul style="list-style-type: none"> Consequences of breaking the law Waste hierarchy Parliament structure: House of Commons, House of Lords, Monarch MPs debate, propose, and challenge laws Pressure groups campaign for change <p>Safeguarding Links Understanding laws and governance promotes informed citizenship and safety Freedom of expression with responsibility underpins safe communication</p>	<p>☑ Money risks and management: Teaches children to identify financial risks, including scams or unsafe lending. ☑ Budgeting and borrowing: Encourages responsibility and understanding consequences, linking to safety and wellbeing. ☑ Safeguarding strategies for money: Direct link to protecting personal information and avoiding exploitation. ☑ Financial emotions: Supports emotional wellbeing and strategies to manage stress. ☑ Career choices & challenging stereotypes: Links to safe, respectful, and inclusive thinking about the world of work.</p>	<p>☑ Promoting self-awareness and confidence in a safe environment ("each person's body belongs to them...differences between appropriate and inappropriate or unsafe contact") ☑ Developing social skills while respecting safety rules ("the characteristics of friendships...mutual respect, trust, kindness") ☑ Recognising when to seek guidance and support ("where and how to seek support, including whom in school they should speak to if worried")</p>

	<p>Understanding stereotypes and discrimination → reduces social harm and promotes inclusivity.</p>	<p>wellbeing, reducing vulnerability to anxiety. Healthy eating and sleep routines → supports physical wellbeing, resilience, and readiness to learn, which are key protective factors.</p>	<p>Understanding puberty and seeking help Decision-making and peer pressure Emergency response</p>	<p>Community engagement and activism teaches constructive ways to effect change</p>		
Year 6	<p>Resolving conflict through negotiation and compromise → teaches positive problem-solving, reduces risk of bullying. Respect and understanding → fosters awareness of personal boundaries and consent. Grief and loss → identifies signs when pupils may need emotional support, linking to mental health safeguarding. Overall safeguarding connection: Encourages healthy relationships, emotional literacy, and awareness of when to seek help.</p>	<p>Diet, oral hygiene, physical activity, immunisation → supports physical health, reduces neglect risk. Rest, relaxation, and mental health strategies → helps pupils recognize stress, anxiety, or emotional challenges; early intervention for safeguarding concerns. Resilience strategies & long-term goal setting → equips pupils to manage adversity safely. Preventing illness and recognising signs of ill health → supports physical safety, early intervention, and awareness of health risks. Knowing what to do if worried about own or friends' health → encourages help-seeking behaviour and peer safeguarding. Relaxation strategies and healthy habits → promotes resilience, stress management, and emotional regulation, reducing vulnerability to mental health issues.</p>	<p>Skills – Being safe (including online) Evaluating reliability of online information Managing online relationships Drugs, alcohol, tobacco Understanding adult drinking behaviours The changing adolescent body Managing puberty problems Conception and development of a baby Basic first aid Helping someone choking Recovery position Knowledge Online relationships = face-to-face relationships Help sources for online problems Alcohol risks Baby conception and development Primary survey (DRSABC) in emergencies Safeguarding Links Online safety, critical thinking, and seeking support Body autonomy, puberty, conception education Emergency response skills Substance awareness and risk understanding</p>	<p>Human rights and discrimination → teaches equality, inclusion, and respect, reducing bullying and promoting a safe school culture. Caring for others → encourages empathy and spotting signs of distress in peers. Food choices & environment → awareness of personal responsibility and wider social care, indirectly supporting wellbeing safeguarding. National democracy → understanding rights and responsibilities fosters safe participation in communities. Overall safeguarding connection: Promotes inclusion, respect, and social responsibility, key aspects of safeguarding.</p>	<p>☑ Financial emotional intelligence: Supports mental wellbeing and managing stress linked to money. ☑ Online scams and secure passwords: Directly links to online safety and protecting personal information. ☑ Managing secondary school expenses: Prepares students for independent decision-making and safeguarding money. ☑ Gambling awareness: Links to safe, responsible behaviours and understanding addictive risks. ☑ Career awareness: Promotes safe planning for the future, resilience, and avoiding coercion or exploitation in work settings.</p>	<p>Safeguarding links: Supporting emotional resilience during major transitions (e.g., moving to secondary school) (“how to recognise and report feelings of being unsafe or feeling bad about any adult...how to ask for advice or help”) Promoting mental health awareness and safe coping mechanisms (“isolation and loneliness can affect children and it is very important to discuss feelings with an adult”) Digital safety during transitions (“the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them”)</p>