

Subject Intent – PSHE (including RHE and RSE)

Pupils will develop:

- the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.
- an understanding of friendships and how to keep friendships positive and healthy.
- an understanding of their own values and identity and skills to resolve difficulties, including maintaining and respecting personal boundaries and safe touch.
- knowledge and understanding of similarities and differences and encouraging ways to value and respect difference and diversity.
- their understanding and gratitude for special people in their lives. Pupils will be aware of increasing responsibilities towards themselves, including the role they can play and the difference they can make within their communities.
- their understanding of diversity of families and the characteristics of healthy, positive family relationships.
- Knowledge of how to stay healthy, both physically and mentally, maintain wellbeing and prevent illness.
- An understanding of how people grow and change from babies, through puberty to adulthood.

Substantive Knowledge

Personal safety and mental health and well being:

- Personal boundaries and privacy
- Safety networks
- Safety skills
- Feelings and emotions
- Self awareness
- Resilience and self-worth
- Positive mental and emotional health and wellbeing.

Disciplinary Knowledge

Healthy and happy friendships explores what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity and develop skills to resolve difficulties within friendships, maintain and respect personal boundaries and safe touch, manage peer pressure and cope with the effects of change within friendships.

Similarities and differences explores similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It explores the effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities and develop self-respect.

Caring and responsibility focuses on special people, why they are special and how they care for one another and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.

Families and committed relationships explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.

Healthy bodies, healthy minds explores how to stay healthy, both physically and mentally to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, and explores what might cause or influence unhealthy ways of thinking and how to overcome them.

Coping with change explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including the transition to secondary school.

PSHE Pedagogy



At Godley, the pedagogical approaches to the teaching of PSHE in the school are closely aligned to the approaches and principles of teaching in other subject areas. Teachers ensure that pupils see the ‘purpose’ of each lesson and the content in relation to their lives. Exceptionally positive relationships in school that create the conditions conducive to effective learning. Lessons build on prior knowledge and work to address misconceptions and teach to prevent them; sequencing of knowledge and skills has been fashioned in order that progression is clear, systematic and explicit. PSHE lessons take place in an open and respectful environment in which everyone feels safe to contribute.

The structure of the PSHE curriculum is one of quality, meaning that topics and content are embedded in each year group before being built upon. Key concepts are introduced and explored on a whole school basis, making links to current events both within and outside of school and explored in greater depth in class. The school has tailored its programme to the needs of pupils and communities, reflecting the local context and needs within the school community. Our curriculum has a strong emphasis on positive mental health and wellbeing, identity, tolerance, respect and understanding of feelings and management of their emotions. Our curriculum celebrates diversity and aims to ensure children are confident and empowered to embrace their own individuality.

Pupil voice is key to each lesson episode and children are given a safe space to question, share views and develop their thinking. Children will be taught how the knowledge and skills they are learning can be applied to other areas of learning and to the wider world. Children and young people are given regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. The personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing ‘as a person’. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

The culture at Godley is one which promotes openness and honesty between staff in relation to proactively seeking support for any gaps in subject knowledge; this may be reflected in professional development meeting content, discussions between colleagues, and content/input in relation to PSHE being included in the termly teaching and learning newsletter produced by the school.

Substantive Knowledge

EY - PSED outcomes through all terms

EYFS

Healthy and Happy Friendships
Develop positive sense of self and others
Positive relationships and respect for others
Social skills, taking turns and plays
Similarities and differences
How to behave in different situations – changes to routines
Take account of one another's ideas.

Caring and Responsibility
People who help us
Emergency services
Calling 999
Families and Committed Relationships
Who is in your family?
Who is special to you?
What is a family?

Healthy Body Healthy Mind
Oral health
Self care
Healthy diet
Know about physical exercise
Handle tools and equipment safely
***Sun safety**
Coping with change
Changes to themselves from being a baby
Preparing for Year 1 – transition

Year 1

Healthy and Happy Friendships
Forming friendships and how kind or unkind behaviours impact other People
Similarities and differences
between people and how to respect and celebrate these.

Caring and Responsibility
Identifying who our special people are and how they keep us safe.
Families and Committed Relationships
What a family is (including difference and diversity between families), and why families are important and special.

Healthy Body Healthy Mind
Our bodies and the amazing things they can do. Learning the correct names for different body parts.
*** Stranger danger**
Coping with change
Growing from young to old and how we have changed since we were born.

Year 2

Healthy and Happy Friendships
Understanding what makes a happy friendship.
Recognising personal boundaries and safe/unsafe situations.
Similarities and differences
Exploring different strengths and abilities. Understanding and challenging stereotypes

Caring and Responsibility
The different communities and groups we belong to and how we help and support one another within these.
Families and Committed Relationships
The different people in our families, and how families vary.

Healthy Body Healthy Mind
Ways to stay healthy, including safe and unsafe use of household products and medicines.
*** Sun safety**
Chilline/999
Coping with change
Exploring how our bodies and needs change as we grow older.
Aspirations and goal setting.

Responsive to personal, social, local and global need

Year 4

Healthy Body Healthy Mind
Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.
***water safety**
***child line /999**
Coping with change
How our bodies change as we enter puberty, including hygiene needs and menstruation

Caring and Responsibility
Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.
Families and Committed Relationships
The range of relationships we experience in our everyday lives.
How to understand the differences between types of relationships we encounter

Healthy and Happy Friendships
Solving friendship difficulties.
How to act if someone invades your privacy or personal boundaries.
Similarities and differences
Identity and diversity.
Seeing different perspectives and not making judgements based on appearance.

Healthy Body Healthy Mind
Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.
***road safety**
Coping with change
Coping with feelings around the changes in our lives.

Caring and Responsibility
Our responsibilities and ways we can care and show respect for others.
Families and Committed Relationships
Different types of committed relationships and the basic characteristics of these.

Healthy and Happy Friendships
Being a good friend and respecting personal space.
Strategies for resilience
Similarities and differences
Respecting and valuing differences.
Shared values of communities.

Year 3

Responsive to personal, social, local and global need

Year 5

Healthy and Happy Friendships
Identity and peer pressure off- and online. Positive emotional health and wellbeing.
Similarities and differences
Celebrating strengths, setting goals and keeping ourselves safe online.

Caring and Responsibility
How our care needs change and the effects of loneliness and isolation.
Ways in which we can show care in the community.
Families and Committed Relationships
The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.

Healthy Body Healthy Mind
Our unique bodies and self acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.
***railway/tram safety**
Coping with change
How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.

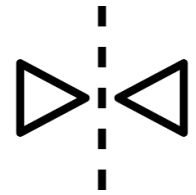
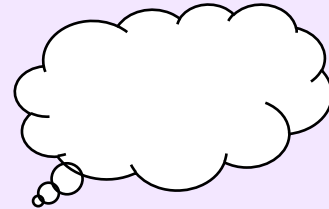
Year 6

Healthy and Happy Friendships
How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.
Similarities and differences
Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'. ***safety squad**

Caring and Responsibility
How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.
Healthy Body Healthy Mind
Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.

Families and Committed Relationships SRE
Different types
Human reproduction, including different ways to start a family. *** Coping with change**
Ways to manage the increasing responsibilities and emotional effects of life changes.

Year 7



Stimulus
Video clip, current
affairs, response
to class need

Personal
experiences

Reflective
Questioning

Listening and
responding
Expressing views
Reasoning
Empathising

Discussion

Reflect

Relationships – identity - health – safety

PSHE Nursery				
Healthy and happy friendships	Key Theme	Substantive Knowledge	Disciplinary Knowledge	Key Vocab
	What are my feelings and who are my friends?	To know and describe a current feeling. To know people in school community – teacher, cook, headteacher, caretaker. To know and identify a friend.	Begin to build constructive and respectful relationships with peers and adults Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children. With support, work towards a goal they have chosen, or one which is suggested to them.	friend, share, happy, sad
Similarities and differences	I am special	To know what different means, To know what the same is To know and describe how I look different to another person.	See themselves as a valuable individual Begin to dress with help Begin to adapt behaviour in different situations Increasingly follow rules, understanding why they are important. Select and use activities and resources, with help when needed.	same, different, special
Caring and responsibility	Who can help us?	To know the people who help us at home – parents, grandparents, siblings. To know people who help us at school – teacher, midday assistants, principle, caretaker.	Begin to think about ways we can help each other Shows more confidence in new social situations. Play 1:1 or in a group to extend and elaborate on play ideas. Do not always need an adult to remind them of a rule.	people, help, safe
Families and committed relationships	What is a family?	To know and identify who is in your immediate family To know why people are special to us. To identify feelings happy, sad, angry and worried.	Talk about which people are special to you Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Help to find solutions to conflicts and rivalries.	Family, mummy, daddy, brother, sister, care, love, help
Healthy bodies, healthy minds	Keeping healthy	To know what teeth are for. To know the steps for brushing teeth. To know some healthy foods. To know some unhealthy foods.	Know how and why we need to brush our teeth To identify some foods for a healthy diet Engage in different kinds of physical exercise To begin handling simple tools and equipment safely Takes turns with support. Begin to understand how others might be feeling.	Body, healthy, exercise
Coping with change	Growing Up	To know that “change” means something new. To know humans begin as babies. To know humans grow over time.	Begin to identify some changes to themselves from being a baby With support, discuss changes from Nursery to Reception With support, make preparation for transition to Reception. Talk with others to solve conflicts. Develop appropriate ways of being assertive.	Baby, child, adult, grow

PSHE Reception				
Healthy and happy friendships	Key Theme	Substantive Knowledge	Disciplinary Knowledge	Key Vocab
	What are my feelings and who are my friends?	To know feelings – happy, sad, angry, calm, worried, scared, excited. To know what current feeling I have. To know who name friends are. To know what a “friend” is.	Build constructive and respectful relationships Identify own feelings Express their feelings and begin to consider those of others Take turns with others with support Is familiar with class boundaries	friends, kind, gentle, happy, sad, share
Similarities and differences	I am special	To know what different means, To know what similar means, To know what same means. To know “taking turns” means having one go each. To know what makes us different from another person. To know we are humans.	See themselves as a valuable individual Begin to dress independently Try new things with support from an adult Talk about some of the things that make us different. Adapt behaviour in different situations Take account of one another's ideas	same, different, special
Caring and responsibility	Who can help us?	To know who can help us at home – parents, grandparents, aunties/uncles, siblings. To know who can help us at school – teacher, teaching assistant, midday supervisor, cook, caretaker, principal. To know the emergency number is 999. To know 99 calls police, fire service and ambulance.	Identify people who help us at home Identify people who help us in the community Talk about what the emergency services are To know how to call 999 in an emergency Takes account of the feelings of others and how our actions affect others. Beginning to reflect on own behaviour	people, care help, safe, rules
Families and committed relationships	What is a family?	To know the names of different family members To know some families have different numbers of people. To know different family members belong to different groups e.g. children, adults.	Identify who is in your family Talk about is special to you Talk about different kinds of families and differences between families Plays cooperatively with peers Manages own self-care most of the time	Family, mummy, daddy, brother, sister, auntie, uncle, grandma, granddad, care, love
Healthy bodies, healthy minds	Keeping healthy	To know the steps for brushing teeth. To know equipment needed to brush teeth. To know some healthy foods. To know some unhealthy foods. To know where fruit and vegetables come from. To know where milk comes from. To know that exercise makes our heart beat faster.	Know how and why we need to brush our teeth To understand foods needed for a healthy diet Identify different kinds of physical exercise Handle tools and equipment safely Manage their own needs. Think about the perspectives of others. Develop strategies to persevere when stuck or finding something difficult.	body, mind, healthy, exercise, muscles, bones, brain, heart, skin, sunburn, teeth, gum, tongue
Coping with change	Growing Up	To know that “change” means something new. To know humans begin their lives as babies. To know babies grow in their mother's tummy. To know humans grow in size over time. To know humans learn to walk and talk. To know some things that will change in Year One – classroom, teacher.	Identify changes to themselves from being a baby Sequence simple life events in human life cycle Talk about feelings around transitioning to Year One Discuss change positively. Can regulate their own behaviour. Can explain own choices and knows the difference between right and wrong.	Children, babies, adults, grow, change, taller, walk, talk, learn, growing up

PSHE Year One				
Healthy and happy friendships	Key Theme	Substantive Knowledge	Disciplinary Knowledge	Key Vocab
	Making friends and getting along	To know what kind behaviours look like. To know what unkind behaviours look like. To know and discuss the qualities of a good friend.	To form valuable and respectful relationships by getting to know one another. With support, to know the qualities that make a good friend. To be aware of how kind and unkind behaviours impact on others. To recognise when a friendship is making you unhappy. With support, to understand the importance of taking turns and sharing.	friend, friendly, kind, unkind, welcoming, happy, sad, share
Similarities and differences	What makes us special?	To know people can have similar/different hair, skin, eye colour. To know different feelings – happy, sad, excited, worried, angry, calm, afraid. To know how to show or tell people how we feel. To know that unique means completely different to everything else.	To identify some similarities and differences between people and ourselves. To understand we are all special in our own way. With support, to demonstrate respect for others by recognising their feelings may be different to ours. To celebrate what makes ourselves and others unique. To identify what makes us unique.	similarity, difference, special, unique, strengths, abilities
Caring and responsibility	Our special people	To know who our special people are and why they are important. To know how our special people care for us. To know who can help us if we are worried or scared. To know what “safe” means – not in danger. To know where safe places are. To know some rules that keep us safe in different places.	To discuss some of the ways we can keep ourselves safe.	community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect
Families and committed relationships	The importance of family	To identify what a family is and why it is important To know what different people in our families do for us. To know some of the way our families help us.	With support, to discuss the ways in which families can be similar or different To talk about why our families are special and important to us.	family, important, differences, similarities, happy, special, superhero
Healthy bodies, healthy minds	Amazing bodies	To know some of the ways our bodies look similar and different. To know some of the ways to keep our bodies healthy. To know why we need to look after our bodies. To know the different names for parts of our bodies.	To identify parts of the body and what they can do. To use correct terminology for body parts, including private parts.	body, healthy, private, penis, testicles, vulva, vagina, similar, different, health, healthy choices
Coping with change	Growing and changing	To know that animals have babies that grow from young to old and that families exist in the animal world as well as our own. To know some of the ways we will grow in the future. To know ways we have changed since being a baby.	To understand that baby animals need care and nurture. With support, to understand some of the care a baby needs.	growing, adults, babies, change, older, growing up, jobs, future

PSHE Year Two				
Healthy and happy friendships	Key Theme	Substantive Knowledge	Disciplinary Knowledge	Key Vocab
	What makes a happy friendship?	To know the differences between safe and unsafe touches and how these make people feel To know what to do if we are worried and understand the importance of talking to someone. To know what a “boundary” is. To know what personal space is.	To understand the friendships we have and what makes a happy friendship. With support, to understand how our bodies react to feeling unsafe. With support, to understand ways to respect other people’s boundaries and personal space. To understand how worries can build up and affect our lives.	happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal, space, worries, help, trust
Similarities and differences	Strengths, abilities and stereotypes	To know what a strength is. To know what a challenge is. To know that collaboration means working as a team. To know that everyone has different strengths and challenges.	To identify my different strengths and abilities and how these might be different to someone else’s. To understand how we can combine our strengths by working together. With support, to understand what a stereotype is. With support, to understand why stereotypes are helpful and unfair. With support, to understand some ways we can challenge stereotypes. With support, to recognise stereotypes in relation to jobs people do.	community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect
Caring and responsibility	Special people in communities	To know different members of community who help us and how they help us. To know who keeps us safe in our school and community. To know the groups and communities that people belong to and why they are important to them. To know that respecting others means accepting their differences.	To recognise and understand when we need help and who can help us/ways to get help. To show respect for people’s differences.	special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe
Families and committed relationships	The diversity of families	To know the different members of our own families and their names. To know what makes a happy family To know who can help if a family feels unhappy or unsafe. To know the ways families can be similar and different.	To recognise and celebrate some different family traditions.	family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions
Healthy bodies, healthy minds	Staying safe and healthy	To know being “poorly” can be physical or mental. To know some ways we can be poorly in body and mind. To know what to do and how to help if someone else is feeling unwell. To know how an emotion can affect us physically. To know that “healthy” means you are well in body and mind.	To understand and discuss different kinds of emotions and how our bodies show them. To talk about what a healthy person looks and feels like. To recognise things that may harm us at home and ways we can keep safe. To understand ways we can be unwell and how medicines can help us if used safely.	healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind
Coping with change	Growing up and setting goals	To know how we naturally change as we grow and how we will continue to grow. To know what a goal is. To know how to work towards a goal. To know what positive means. To know what negative means.	To understand that change is something everyone experiences and how to feel positive about change. With support, to understand the importance of setting realistic goals and recognising how they can be achieved. With support, to understand how a positive mindset can support positive outcomes for future ambitions.	growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future, likes, dislikes, change, future

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

PSHE Year Three				
	Key Theme	Substantive Knowledge	Disciplinary Knowledge	Key Vocab
Healthy and happy friendships	Being a good friend	To know a person's "personal space" is within an arm's width. To know personal space is for you.	To explore the qualities of a good friend. To understand and respect personal space With support, to develop strategies for resilience.	friend, respect, values, touch, private, privacy, resilience, encouragement
Similarities and differences	Valuing and respecting others	To know and identify many of the ways we are different. To know how to value and show respect for other people's differences. To know what a community is and what links our school community	To recognise a range of different feelings and how they can impact on our behaviour.	different, equal, respect, community, values, diversity, customs, respect, feelings, values
Caring and responsibility	Responsibilities and boundaries	To know who and what we can be responsible for. To know what personal space is and why we need to respect it. To know and describe what empathy is.	To show an awareness of why empathy is important and how it can be helpful.	responsibility, responsible, consequences, irresponsible, personal space, crowded, uncomfortable, boundaries, invade, defend, empathy, caring, support, understanding
Families and committed relationships	Different types of committed relationships	To know a wedding is a celebration of a marriage. To know that marriage is a commitment between two people. To know that marriage is a vow. To know that separation	To identify the purpose of marriage. To understand changes that can happen within families and some ways of managing these changes. To understand how separation can affect families.	commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce
Healthy bodies, healthy minds	Sleep, food and hygiene	To know why sleep is important for our mental health and wellbeing. To know some strategies to get good quality sleep. To know the different types of food that make a healthy diet. To know how germs can make us unwell, how they spread and some measures to prevent them.	To manage our personal hygiene effectively.	health, wellbeing, sleep, routine, healthy, carbohydrates, proteins, dairy, fats, germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap
Coping with change	Coping with feelings when things change	To know how changes can make us feel and how they can impact on our lives. To know feelings of sadness and how to show empathy and kindness to others who are feeling sad. To know the things in our lives that make us happy	To understand the importance of speaking to others about our feelings. To develop strategies to help ourselves feel better when we are upset.	changes, support, feelings, sad, empathy, sympathy, happy, positive, kind, emotions

PSHE Year Four				
	Key Theme	Substantive Knowledge	Disciplinary Knowledge	Key Vocab
Healthy and happy friendships	Solving difficult friendships	To know what kindness, honesty, respect, acceptance are. To know what a personal boundary is. To know that each person's body belongs to them.	To identify the qualities and responsibilities of a good friendship. To develop strategies for maintain a healthy relationship and resolve difficulties. To understand what personal boundaries are and why we need to respect them.	friend, values, qualities, difficulty, compromise, communication, yes, no, boundaries, permission
Similarities and differences	Identity and diversity	To know what a stereotype is. To know some British values. To know what discrimination is.	To identify a stereotype and the impact of stereotyping. To identify different kinds of discrimination. To understand people have different points of view and begin to consider differing points of view to our own. To develop strategies to maintain positive relationships despite differing points of view.	diversity, stereotypes, judge, judgement, point-of-view, opinion, disagree, agree
Caring and responsibility	Rights and responsibilities	To know some basic human rights. To know the rights children are entitled to in the UK and beyond. To know the roles and responsibilities within different families and how these keep us safe, cared for and respected.	To identify our rights and how they help us to be cared for and respected. To understand that rights come with responsibilities.	rights, responsibilities, respect, opportunities, entitled, agreement, rights, convention, United Nations, roles, responsibilities
Families and committed relationships	Families and other relationships	To know some of the different family and social groups we may be part of. To know some of the different kinds of relationships we may experience in our lives.	To identify the variety of relationships we have in our lives. To understand the boundaries of different relationships To identify the different groups we belong to and the benefits of belonging to a group. To understand why families have rules and the impact of these rules on our safety and health.	relationships, appropriate, behaviour, belonging, membership, together, family
Healthy bodies, healthy minds	Influences and personal choices	To know how our choices can be influenced by the people and things around us. To know how to recognise pressure to make unhealthy choices. To know some ways we can keep our bodies and minds healthy. To know the potential consequences of unhealthy choices.	To develop strategies for recognising and managing strong feelings.	Influence, pressure, persuade, healthy choices, consequence, responsibility, feelings emotions
Coping with change	Puberty and hygiene	To know the changes that happen naturally to our bodies during puberty. To know the different changes that happen between boys and girls. To know what periods are and why females have them.	To understand the importance of bodily hygiene and ways we can keep ourselves clean as we get older.	puberty, hormones, menstruation, eggs, sanitary pads, periods, hygiene, hormones, sweat, health

PSHE Year Five				
Healthy and happy friendships	Key Theme	Substantive Knowledge	Disciplinary Knowledge	Key Vocab
	Changing friendships	To understand what “identity” means and some of the things that define us. To know what stress and anxiety are and the differences between them.	To identify similarities and differences between people’s identities and how to respect these. To know how to recognise peer pressure. To know some ways to help us manage stress and anxiety.	identity, stereotypes, prejudice, peer pressure, choice, emotions, wellbeing, emotional health, mental health, stress, anxiety
Similarities and differences	Celebrating strengths and setting goals	To know how to set and work towards a realistic goal. To know the benefits and risks of using the internet. To know how to keep our identity safe online and understand why this is important. To know how to get help and support if we feel unsafe online.	To identify the differences between our achievements and abilities. To recognise our own strengths and weaknesses. To understand how positive mindset can have an impact on positive outcomes	strength, weakness, proud, abilities, goals, aspirations, achievement, future, vision, online, social media, profile, safety
Caring and responsibility	Caring in the community	To know different kinds of volunteering. To know some of the benefits of volunteering and ways to get involved in the local community. To know how people’s care needs change throughout life.	To understand what loneliness is and the impact it can have on people. To identify strategies for combatting loneliness and how we can support people feeling lonely.	care needs, caring, alone, loneliness, lonely, isolation, isolated, volunteer, volunteering, community, involvement
Families and committed relationships	Healthy, committed relationships	To know the values and characteristics of healthy and unhealthy relationships.	To understand the range of families that exist within a community and the importance of respecting this diversity. To understand the reasons for committing to a relationship. To understand the importance of committed relationships in happy, healthy family life.	relationships, healthy, diversity, commitment
Healthy bodies, healthy minds	Valuing our bodies and minds	To know and identify legal and illegal harmful substances. To know how alcohol, caffeine and smoking can affect the body and mind. To know what bacteria and viruses are. To know how bacteria and viruses spread and how they are treated.	To understand that how we see ourselves can affect our feelings and behaviour. To understand the importance of positive self-image and self-respect for our health and wellbeing. To understand the role of vaccinations and immunisations.	self-image, self-respect, attributes, self-talk, development, proud, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, infection, immunisation, vaccination, antibiotic
Coping with change	Puberty and emotions	To know and identify the physical and emotional changes that happen during puberty. To know some of the ways to manage physical changes during puberty.	To understand and recognise the range of emotions and feelings we may experience during puberty. To develop techniques and strategies to cope with our emotions and manage changes during puberty. To know how to support each other when things feel difficult or challenging.	hormones, menstruation, periods, sperm, eggs, ovaries, testicles, vagina, penis, puberty, emotions, hormones, changes, feelings, support, control

PSHE Year Six				
	Key Theme	Substantive Knowledge	Disciplinary Knowledge	Key Vocab
Healthy and happy friendships	Relationships and feelings	To know to what personal safety is. To know different kinds of risks and know some ways of managing them. To define a wide range of different emotions	To know how and be able to recognise risk. To understand the ways change can affect friendships. To understand that our feelings towards different people in our lives can and may change. To understand we may feel different emotions at different times. To develop strategies for managing a wide range of emotions.	personal safety, risk, consequences, friends, change, relationships, emotions, feelings
Similarities and differences	Respectful behaviour online and offline	To know how and why people may use an online identity. To know how to have a safe identity online.	To understand how to safely manage different situations online. To understand the importance of respect and kindness when communicating online. To understand what cyberbullying is, how to respond and where to get help. To understand the importance of celebrating diversity. To understand what it feels like to not “fit in” and how to support someone who feels this way.	online identity, communication, risk, online bullying, diversity, inclusive, differences
Caring and responsibility	Responsible behaviour as we get older	To know how to recognise our strengths and identify areas for development. To know the benefits of saving money. To know ways our support networks may change as we transition to secondary school. To know how we can take more responsibility for ourselves as our independence grows.	To understand how we can achieve our goals using a small steps approach. To understand how and why we need to make responsible choices about money as we get older.	strengths, self-care, development, saving, bank account, responsible, irresponsible, budget, interest, transition, secondary, Independence, networks
Families and committed relationships	Starting a family (sex education)	To know the key facts about human reproduction. To know the legal age restrictions on starting a family and why these are in place.	To understand why deciding to start a family is such a big and important decision. To know how starting a family can change many different aspects of life significantly. To understand the financial costs associated with a new baby. To understand the importance of being ready to start a family in the future.	sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, Caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe
Healthy bodies, healthy minds	Being the best me	To know what self-respect is. To know what steps to take if we feel worried about or affected by something we have seen online. To know some symptoms of poor mental health and identify some sources of help. To know some ways to take care of our mental health.	To understand how self-respect can affect our mental health and wellbeing. To understand how what we see on the internet and social media can affect our feelings of wellbeing. To understand what mental health is. To develop strategies to take care of our own mental health.	self-respect, boundaries, kind, confidence, strengths, weaknesses, trolling, social media, internet, comparison, mental health, mental ill-health, wellbeing, illness, symptoms, mind
Coping with change	Coping with emotional effects of life changes	To know how external influences can change the way people view themselves and their bodies. To know how to celebrate our own bodies, strengths and attributes. To know how to get help to deal with worries or questions about going to secondary school.	To understand how puberty can impact our relationships with others and ways to resolve relationship issues when they occur. To reflect on our time spent in Year 6 and throughout primary school.	body image, reality, pressure, attributes, influence, relationships, emotions, secondary school, future, memories, reflect

Safety Aspects

EYFS	Year One	Year Two	Year Three
Sun safety	Stranger Danger	Sun safety Childline/999	Water Safety Childline/999
Year Four	Year Five	Year Six	
Road Safety	Tram & Railway Safety	Safety Squad	