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# SOUND & DISTRICT PRIMARY SCHOOL

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Whole School PSHE & RSE Progression Map,  
Substantive Knowledge & Disciplinary Concepts  
2025-26



## **Who is this document for?**

This progression has been made to help both class teachers and the PSHE subject lead. For class teachers this progression document allows teachers to clearly see what has already been covered in the previous year, the areas which are to be covered in the current year but also where learning continues into the next year. This progression document allows us to see how topics are developed over time.

It also allows the PSHE subject lead to know when topics are being taught and which resources may be needed across the school at a particular time.

## **PHSE and RSE at Sound School**

Sound School has invested in a scheme Kapow which provides, Planning, Assessment and CPD Opportunities. Planning is clearly differentiated and progressive throughout the year groups. Teachers are encouraged to use the programme and tweak lessons/resources to suit the needs of the children in their classes.

The scheme of work at Sound and District covers both Relationships and Sex Education (RSE) and PSHE which cover all the statutory content. In each year and key stage, lessons are divided into three areas:

**Families and Relationships**

**Health and Wellbeing**

**Safety and the Changing Body**

**The statutory parts of the Sex Education are discretely taught in year groups (Y3/4/5 will be split).**

Termly quizzes test children's knowledge and should be carried out during assessment week at the end of each term. These assessments can be found on the portal with step-by-step instructions and videos. Teachers should use this information to inform future planning.

## How else is PHSE and RSE covered at Sound?

The topics mentioned in the schemes of work are also covered in regular assemblies, themed days & weeks, team days. For example, we have themed days/weeks such as Mental Health Week, World Day for Cultural Diversity, International day of Democracy.

In the last term, staff use the schemes of work available for the whole school transition week. This supports children as they prepare for the next stage in their educational journey.

British Values is also built into our planning in assemblies and classes and is revisited throughout the year.



## How does Safeguarding form part of PSHE?

Safeguarding is given the upmost importance in school, and it is a golden thread throughout the PHSE and RSE curriculum.

The schemes of work, knowledge and skills **highlight** key areas which help keep our children safe in school and in the wider community.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Reception	<a href="#">Self regulation: My feelings</a>	<a href="#">Building relationships: Special relationships</a>	<a href="#">Managing self: Taking on challenges</a>	<a href="#">Self-regulation: Listening and following instructions</a>	<a href="#">Building relationships: My family and friends</a>	<a href="#">Managing self: My wellbeing</a>
Year 1	<a href="#">Introduction lesson</a> <a href="#">Family and relationships</a>	<a href="#">Family and relationships</a> <a href="#">Health and wellbeing</a>	<a href="#">Health and wellbeing</a> <a href="#">Safety and the changing body</a>	<a href="#">Safety and the changing body</a> <a href="#">Citizenship</a>	<a href="#">Citizenship</a> <a href="#">Economic wellbeing</a>	<a href="#">Economic wellbeing</a> <a href="#">Transition lesson</a>
Year 2	<a href="#">Introductory lesson</a> <a href="#">Family and relationships</a>	<a href="#">Family and relationships</a> <a href="#">Health and wellbeing</a>	<a href="#">Health and wellbeing</a> <a href="#">Safety and the changing body</a>	<a href="#">Safety and the changing body</a> <a href="#">Citizenship</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a> <a href="#">Transition lesson</a>

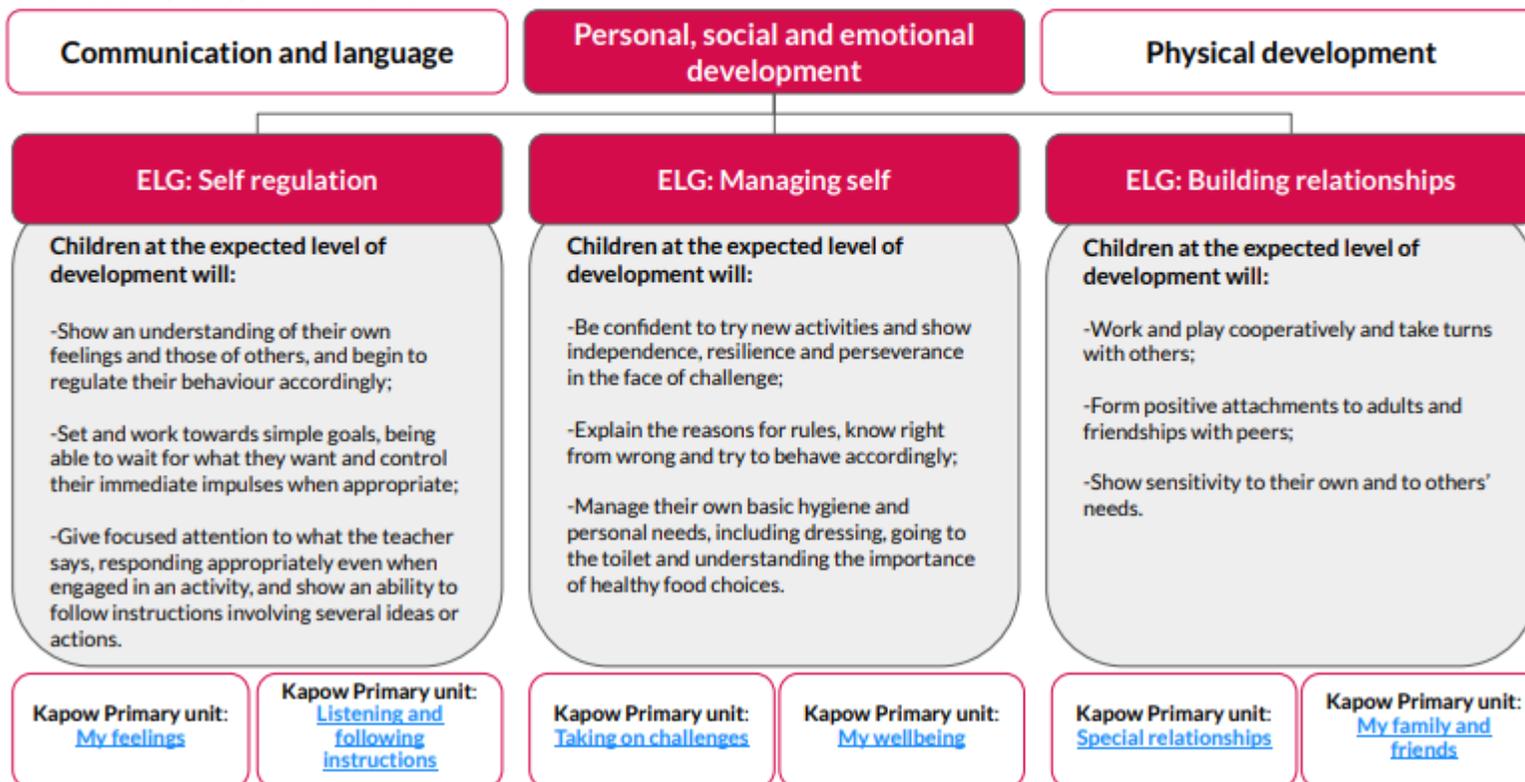
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<a href="#">Introductory lesson</a> <a href="#">Family and relationships</a>	<a href="#">Family and relationships</a> <a href="#">Health and wellbeing</a>	<a href="#">Health and wellbeing</a> <a href="#">Safety and the changing body</a>	<a href="#">Safety and the changing body</a> <a href="#">Citizenship</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a> <a href="#">Transition lesson</a>
<b>Year 4</b>	<a href="#">Introductory lesson</a> <a href="#">Family and relationships</a>	<a href="#">Family and relationships</a> <a href="#">Health and wellbeing</a>	<a href="#">Health and wellbeing</a> <a href="#">Safety and the changing body</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Citizenship</a> <a href="#">Economic wellbeing</a> <a href="#">Transition lesson</a>
<b>Year 5</b>	<a href="#">Introductory lesson</a> <a href="#">Family and relationships</a>	<a href="#">Family and relationships</a> <a href="#">Health and wellbeing</a>	<a href="#">Health and wellbeing</a> <a href="#">Safety and the changing body</a>	<a href="#">Safety and the changing body</a> <a href="#">Citizenship</a>	<a href="#">Citizenship</a> <a href="#">Economic wellbeing</a>	<a href="#">Economic wellbeing</a> <a href="#">Transition lesson: Roles and responsibilities</a>
<b>Year 6</b>	<a href="#">Introductory lesson</a> <a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Health and wellbeing</a> <a href="#">Safety and the changing body</a>	<a href="#">Safety and the changing body</a> <a href="#">Citizenship</a>	<a href="#">Citizenship</a> <a href="#">Economic wellbeing</a>	<a href="#">Economic wellbeing</a> <a href="#">Identity</a> <a href="#">Transition lesson: Dealing with change</a>

YEAR B  
(23/24) with  
Y4/5 & 25/26  
YEAR A

## RSE & PSHE in EYFS: Reception

Personal, social and emotional development is one of the three Prime Areas in the [Statutory framework for the early years foundation stage](#). The prime areas, **Communication and language**, **Physical development and Personal, social and emotional development**, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory [Development Matters](#) guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however please be aware that these areas are interrelated.



## Overview & breakdown of lessons (by year group)

### EYFS: Reception

#### Self-regulation: My feelings

Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.

#### Building relationships: Special relationships

Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.

#### Managing self: Taking on challenges

Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.

#### Self-regulation: Listening and following instructions

Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.

#### Building relationships: My family and friends

Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.

#### Managing self: My wellbeing

Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.

Week	Autumn	Spring	Summer
<b>Week 1</b>	<a href="#">Self-regulation: My feelings (6 lessons)</a> Lesson 1: Identifying my feelings	<a href="#">Managing self: Taking on challenges (6 lessons)</a> Lesson 1: Why do we have rules?	<a href="#">Building relationships: My family and friends (6 lessons)</a> Lesson 1: Festivals
<b>Week 2</b>	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
<b>Week 3</b>	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
<b>Week 4</b>	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
<b>Week 5</b>	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
<b>Week 6</b>	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
<b>Week 7</b>	<a href="#">Building relationships: Special relationships (6 lessons)</a> Lesson 1: My family	<a href="#">Self-regulation: Listening and following instructions (6 lessons)</a> Lesson 1: Simon says	<a href="#">Managing self: My wellbeing (6 lessons)</a> Lesson 1: What is exercise?
<b>Week 8</b>	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
<b>Week 9</b>	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
<b>Week 10</b>	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
<b>Week 11</b>	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
<b>Week 12</b>	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

## Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.

Transition lesson: Helping Year 1 pupils with the transition to a new year and the changes that come with it.

## Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Learning about where money comes from, how to look after money and why we use banks and building societies.

Transition lesson: A lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.

## Year 1

Week	Autumn	Spring	Summer
Introduction	<a href="#">Introduction: Setting ground rules for RSE &amp; PSHE</a>		
Week 1	<a href="#">Family and relationships (7 lessons)</a> Lesson 1: What is family?	Lesson 6: Sun safety	Lesson 2: Caring for others: Animals
Week 2	Lesson 2: What are friendships?	Lesson 7: Allergies	★ Extend the unit, or visit a farm or a different animal-centre to learn more about animal care.
Week 3	Lesson 3: Recognising other people's emotions	Lesson 8: People who help keep us healthy	Lesson 3: The needs of others
Week 4	Lesson 4: Working with others	<a href="#">Safety and the changing body (8 lessons)</a> Lesson 1: Adults in school	Lesson 4: Similar, yet different
Week 5	Lesson 5: Friendship problems	Lesson 2: Adults outside school	Lesson 5: Belonging
Week 6	Lesson 6: Healthy friendships	Lesson 3: Getting lost	Lesson 6: Democratic decisions
Week 7	Lesson 7: Gender stereotypes	Lesson 4: Making an emergency phone call	<a href="#">Economic wellbeing (5 lessons)</a> Lesson 1: Introduction to money
Week 8	<a href="#">Health and wellbeing (8 lessons)</a> Lesson 1: Understanding my emotions	Lesson 5: Appropriate contact	Lesson 2: Looking after money
Week 9	Lesson 2: What am I like?	Lesson 6: Safety with substances	Lesson 3: Banks and building societies
Week 10	Lesson 3: Ready for bed	Lesson 7: Safety at home	Lesson 4: Saving and spending
Week 11	Lesson 4: Relaxation	Lesson 8: People who help keep us safe	Lesson 5: Jobs in school
Week 12	Lesson 5: Hand washing and personal hygiene	<a href="#">Citizenship (6 lessons)</a> Lesson 1: Rules	★ Extend the unit, or get the children involved with some jobs and responsibilities around school.
Transition			<a href="#">Transition lesson</a> Individual strengths and new skills

Year 2

Week	Autumn	Spring	Summer
<b>Introduction</b>	<a href="#">Introduction: Setting ground rules for RSE &amp; PSHE</a>		
<b>Week 1</b>	<a href="#">Family and relationships (7 lessons)</a> Lesson 1: Families offer stability and love	Lesson 7: Looking after our teeth	Lesson 3: Our local environment
<b>Week 2</b>	Lesson 2: Families are all different	<a href="#">Safety and the changing body (8 lessons)</a> Lesson 1: Introduction to the internet	Lesson 4: Job roles in our local community
<b>Week 3</b>	Lesson 3: Other people's feelings	Lesson 2: Communicating online	Lesson 5: Similar yet different - my local community
<b>Week 4</b>	Lesson 4: Unhappy friendships	Lesson 3: Secrets and surprises	Lesson 6: School council
<b>Week 5</b>	Lesson 5: Introduction to manners and courtesy	Lesson 4: Appropriate contact: My private parts	Lesson 7: Giving my opinion
<b>Week 6</b>	Lesson 6: Change and loss	Lesson 5: Appropriate contact: My private parts are private	★ Extend the unit, or put into practise some of the improvements to the school environment from Lesson 2 (eg plant flowers, litter picking, cleaning)
<b>Week 7</b>	Lesson 7: Gender stereotypes: Careers and jobs	Lesson 6: My personal boundaries	<a href="#">Economic wellbeing (5 lessons)</a> Lesson 1: Where money comes from
<b>Week 8</b>	<a href="#">Health and wellbeing (7 lessons)</a> Lesson 1: Experiencing different emotions	Lesson 7: Road safety	Lesson 2: Needs and wants
<b>Week 9</b>	Lesson 2: Being active	Lesson 8: Crossing roads safely	Lesson 3: Wants and needs
<b>Week 10</b>	Lesson 3: Relaxation: Breathing exercise	Lesson 9: Staying safe with medicine	Lesson 4: Looking after money
<b>Week 11</b>	Lesson 4: Steps to success	<a href="#">Citizenship (7 lessons)</a> Lesson 1: Rules beyond school	Lesson 5: Jobs
<b>Week 12</b>	Lesson 5: Developing a growth mindset	Lesson 2: Our school environment	★ Extend the unit, or ask some parents/ members of the community to come in to talk about their jobs.
<b>Week 13</b>	Lesson 6: Healthy diet		
<b>Transition</b>			<a href="#">Transition lesson</a> Change

Week	Autumn	Spring	Summer
<b>Introduction</b>	<a href="#">Introduction: Setting ground rules for RSE &amp; PSHE</a>		
<b>Week 1</b>	<a href="#">Family and relationships (7 lessons)</a> Lesson 1: Families offer stability and love	Lesson 7: Looking after our teeth	Lesson 3: Our local environment
<b>Week 2</b>	Lesson 2: Families are all different	<a href="#">Safety and the changing body (8 lessons)</a> Lesson 1: Introduction to the internet	Lesson 4: Job roles in our local community
<b>Week 3</b>	Lesson 3: Other people's' feelings	Lesson 2: Communicating online	Lesson 5: Similar yet different - my local community
<b>Week 4</b>	Lesson 4: Unhappy friendships	Lesson 3: Secrets and surprises	Lesson 6: School council
<b>Week 5</b>	Lesson 5: Introduction to manners and courtesy	Lesson 4: Appropriate contact: My private parts	Lesson 7: Giving my opinion
<b>Week 6</b>	Lesson 6: Change and loss	Lesson 5: Appropriate contact: My private parts are private	★ Extend the unit, or put into practise some of the improvements to the school environment from Lesson 2 (eg plant flowers, litter picking, cleaning)
<b>Week 7</b>	Lesson 7: Gender stereotypes: Careers and jobs	Lesson 6: My personal boundaries	<a href="#">Economic wellbeing (5 lessons)</a> Lesson 1: Where money comes from
<b>Week 8</b>	<a href="#">Health and wellbeing (7 lessons)</a> Lesson 1: Experiencing different emotions	Lesson 7: Road safety	Lesson 2: Needs and wants
<b>Week 9</b>	Lesson 2: Being active	Lesson 8: Crossing roads safely	Lesson 3: Wants and needs
<b>Week 10</b>	Lesson 3: Relaxation: Breathing exercise	Lesson 9: Staying safe with medicine	Lesson 4: Looking after money
<b>Week 11</b>	Lesson 4: Steps to success	<a href="#">Citizenship (7 lessons)</a> Lesson 1: Rules beyond school	Lesson 5: Jobs
<b>Week 12</b>	Lesson 5: Developing a growth mindset	Lesson 2: Our school environment	★ Extend the unit, or ask some parents/ members of the community to come in to talk about their jobs.
<b>Week 13</b>	Lesson 6: Healthy diet		
<b>Transition</b>			<a href="#">Transition lesson</a> Change

### Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.

Transition lesson: Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this.

### Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.

Transition lesson: Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.

**Year 3 (YEAR B - taught 23-24 to Y3/4 & YEAR A 25-26 to Y3/4)**

Week	Autumn	Spring	Summer
Introduction	<a href="#">Introduction: Setting ground rules for RSE &amp; PSHE</a>		
Week 1	<a href="#">Family and relationships (8 lessons)</a> Lesson 1: Healthy families	Lesson 6: Communicating my feelings - coming soon!	Lesson 3: Recycling
Week 2	Lesson 2: Friendship conflict	Lesson 7: Diet and dental health	Lesson 4: Local community groups
Week 3	Lesson 3: Friendship conflict versus bullying	<a href="#">Safety and the changing body (8 lessons)</a> Lesson 1: First Aid: Emergencies and calling for help	Lesson 5: Charity
Week 4	Lesson 4: Effective communication	Lesson 2: First Aid: Bites and stings	Lesson 6: Local democracy
Week 5	Lesson 5: Learning who to trust	Lesson 3: Be kind online	Lesson 7: Rules
Week 6	Lesson 6: Respecting differences in others	Lesson 4: Cyberbullying	★ Extend the unit, or set up a mock election to demonstrate how democracy works.
Week 7	Lesson 7: Stereotyping gender	Lesson 5: Fake emails	<a href="#">Economic wellbeing (6 lessons)</a> Lesson 1: Ways of paying
Week 8	Lesson 8: Stereotyping age	Lesson 6: Making choices	Lesson 2: Budgeting
Week 9	<a href="#">Health and wellbeing (6 lessons)</a> Lesson 1: My healthy diary	Lesson 7: Influences	Lesson 3: How spending affects others
Week 10	Lesson 2: Relaxation	Lesson 8: Keeping safe out and about	Lesson 4: Impact of spending
Week 11	Lesson 3: Wonderful me	<a href="#">Citizenship (7 lessons)</a> Lesson 1: Rights of the child	Lesson 5: Jobs and careers
Week 12	Lesson 4: My superpowers	Lesson 2: Rights and responsibilities	Lesson 6: Gender and careers
Week 13	Lesson 5: Resilience breaking down barriers		
Transition			<a href="#">Transition lesson</a> Coping strategies

### Year 4 (YEAR C - taught 24-25 to both 3/4 and 4/5 classes)

Week	Autumn	Spring	Summer
<b>Introduction</b>	<a href="#">Introduction: Setting ground rules for RSE &amp; PSHE</a>		
<b>Week 1</b>	<a href="#">Family and relationships</a> (8 lessons) Lesson 1: Respect and manners	Lesson 5: My happiness	<a href="#">Citizenship</a> (6 lessons) Lesson 1: What are human rights?
<b>Week 2</b>	Lesson 2: Healthy friendships	Lesson 6: Emotions	Lesson 2: Caring for the environment
<b>Week 3</b>	Lesson 3: How my behaviour affects others	Lesson 7: Mental health	Lesson 3: Community
<b>Week 4</b>	Lesson 4: Bullying	<a href="#">Safety and the changing body</a> (8 lessons) Lesson 1: Internet safety: Age restrictions	Lesson 4: Contributing
<b>Week 5</b>	Lesson 5: Stereotypes: Gender	Lesson 2: Share aware	Lesson 5: Diverse communities
<b>Week 6</b>	Lesson 6: Stereotypes: Disability	Lesson 3: First Aid: Asthma	Lesson 6: Local councillors
<b>Week 7</b>	Lesson 7: Families in the wider world	Lesson 4: Privacy and secrecy	★ Extend the unit, or ask a local councillor to come and speak to the class about their role
<b>Week 8</b>	Lesson 8: Change and loss	Lesson 5: Consuming information online	<a href="#">Economic wellbeing</a> (5 lessons) Lesson 1: Spending choices
<b>Week 9</b>	<a href="#">Health and wellbeing</a> (7 lessons) Lesson 1: Looking after our teeth	Lesson 6: Growing up	Lesson 2: Keeping track of money
<b>Week 10</b>	Lesson 2: Relaxation: Visualisation	Lesson 7: Introducing puberty	Lesson 3: Looking after money
<b>Week 11</b>	Lesson 3: Celebrating mistakes	Lesson 8: Tobacco	Lesson 4: Influences on career choice
<b>Week 12</b>	Lesson 4: Meaning and purpose: My role	★ Extend the unit, or allow children time to explore the <a href="#">Thinkuknow website</a> about online safety	Lesson 5: Changing job
<b>Transition</b>			<a href="#">Transition lesson</a> Setting goals

## Year 5

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.

Transition lesson: Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

## Year 6

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available.
				Identity
				Two lessons on the theme of personal identity and body image.

Transition lesson: Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.

**Year 5 (YEAR B - taught 23-24 to Y4/5 class & YEAR A 25-26 Y4/5 Class)**

Week	Autumn	Spring	Summer
<b>Introduction</b>	<a href="#">Introduction: Setting ground rules for RSE &amp; PSHE</a>		
<b>Week 1</b>	<a href="#">Family and relationships</a> (8 lessons) Lesson 1: Build a friend	Lesson 5: Taking responsibility for my feelings	Lesson 3: Protecting the planet
<b>Week 2</b>	Lesson 2: Friendship skills	Lesson 6: Healthy meals	Lesson 4: Contributing to the community
<b>Week 3</b>	Lesson 3: Marriage	Lesson 7: Sun safety	Lesson 5: Pressure groups
<b>Week 4</b>	Lesson 4: Respecting myself	<a href="#">Safety and the changing body</a> (7 lessons) Lesson 1: Online friendships	Lesson 6: Parliament
<b>Week 5</b>	Lesson 5: Family life	Lesson 2: Staying safe online	★ Extend the unit, or spend time looking at the activities in the Parliament booklets available to order <a href="#">here</a> .
<b>Week 6</b>	Lesson 6: Bullying	Lesson 3: Puberty	<a href="#">Economic wellbeing</a> (5 lessons) Lesson 1: Borrowing
<b>Week 7</b>	Lesson 7: Stereotyping: gender	Lesson 4: Menstruation	Lesson 2: Income and expenditure
<b>Week 8</b>	Lesson 8: Stereotypes: Race and religion	Lesson 5: Emotional changes in puberty	Lesson 3: Risks with money
<b>Week 9</b>	<a href="#">Health and wellbeing</a> (7 lessons) Lesson 1: Relaxation: Yoga	Lesson 6: First Aid: Bleeding and head injuries.	Lesson 4: Prioritising spending
<b>Week 10</b>	Lesson 2: The importance of rest	Lesson 7: Alcohol, drugs and tobacco: Making decisions	Lesson 5: Stereotypes in the workplace
<b>Week 11</b>	Lesson 3: Embracing failure	<a href="#">Citizenship</a> (6 lessons) Lesson 1: Breaking the law	★ Extend the unit, or try and get some parents/ members of the community to speak about their careers, especially those who challenge common stereotypes. Someone from a local bank could also visit to discuss how their children's bank accounts work.
<b>Week 12</b>	Lesson 4: Going for goals	Lesson 2: Rights and responsibilities	
<b>Transition</b>	<a href="#">Transition lesson: Roles and responsibilities</a>		

## Year 6

Week	Autumn	Spring	Summer
<b>Introduction</b>	<a href="#">Introductory lesson: Setting rules and signposting</a>		
<b>Week 1</b>	<a href="#">Family and relationships</a> (6 lessons) Lesson 1: Respect	Lesson 7: Good and bad habits	Lesson 3: Caring for others
<b>Week 2</b>	Lesson 2: Respectful relationships	Lesson 8: Physical health concerns	Lesson 4: Prejudice and discrimination
<b>Week 3</b>	Lesson 3: Stereotypes: Attitudes	<a href="#">Safety and the changing body</a> (8 lessons) Lesson 1: Alcohol	Lesson 5: Valuing diversity
<b>Week 4</b>	Lesson 4: Challenging stereotypes	Lesson 2: Critical digital consumers	Lesson 6: National democracy
<b>Week 5</b>	Lesson 5: Resolving conflict	Lesson 3: Social media	<a href="#">Economic wellbeing</a> (5 lessons) Lesson 1: Attitudes to money
<b>Week 6</b>	Lesson 6: Change and loss	Lesson 4: Physical and emotional changes of puberty	Lesson 2: Keeping money safe
<b>Week 7</b>	<a href="#">Health and wellbeing</a> (8 lessons) Lesson 1: What can I be?	Lesson 5: Conception <i>Parents have a right to withdraw their child from part of this lesson</i>	Lesson 3: Gambling
<b>Week 8</b>	Lesson 2: Relaxation: Mindfulness	Lesson 6: Pregnancy and birth <i>Parents have a right to withdraw their child from this lesson</i>	Lesson 4: What jobs are available?
<b>Week 9</b>	Lesson 3: Taking responsibility for my health	Lesson 7: First Aid: Choking	Lesson 5: Career routes
<b>Week 10</b>	Lesson 4: The impact of technology on health	Lesson 8: First Aid: Basic life support	<a href="#">Identity</a> (2 lessons) Lesson 1: What is identity?
<b>Week 11</b>	Lesson 5: Resilience toolbox	<a href="#">Citizenship</a> (6 lessons) Lesson 1: Human rights	Lesson 2: Identity and body image
<b>Week 12</b>	Lesson 6: Immunisation	Lesson 2: Food choices and the environment	
<b>Transition</b>			<a href="#">Transition lesson: Dealing with change</a>

Class/ Year Gr	Autumn Term	Spring Term	Summer Term
Diamond (Rec)	<p><b>Self-regulation: My feelings</b> Key Knowledge</p> <ul style="list-style-type: none"> <li>To name some different feelings and emotions.</li> <li>To know that I am a valuable individual.</li> <li>To know that facial expressions can give us clues as to how a person is feeling.</li> <li>To know that I can learn from my mistakes.</li> <li>To know some strategies to calm down.</li> </ul> <p><b>Building relationships: Special relationships</b> Key Knowledge</p> <ul style="list-style-type: none"> <li>To name and describe the different members of our families.</li> <li>To understand that all families are valuable and special.</li> <li>To know that we share toys so that everyone feels involved and no one feels left out or upset.</li> <li>To understand that different people like different things.</li> <li>To understand that all people are valuable.</li> </ul>	<p><b>Managing self: Taking on challenges</b> Key Knowledge</p> <ul style="list-style-type: none"> <li>To understand why we have rules</li> <li>To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems.</li> <li>To work together as a group to overcome challenges and communicate effectively with others.</li> <li>To learn &amp; practise 'grounding' coping strategies.</li> <li>To understand the importance of perseverance in the face of challenge.</li> <li>To learn new skills, showing resilience &amp; perseverance in the face of challenge.</li> </ul> <p><b>Self-regulation: Listening and following instructions</b> Key Knowledge</p> <ul style="list-style-type: none"> <li>To understand why it is important to listen carefully</li> <li>To listen attentively to a story.</li> <li>To talk about and retell parts of a story they have deep familiarity with.</li> <li>To understand why it is important to tell the truth and think about the feelings of others.</li> <li>To follow instructions involving several ideas or actions.</li> <li>To persevere when things are difficult.</li> </ul>	<p><b>Building relationships: My family and friends</b> Key Knowledge</p> <ul style="list-style-type: none"> <li>To understand that we all have different beliefs and celebrate special times in different ways.</li> <li>To think about the perspectives of others in the class.</li> <li>To understand why sharing is important.</li> <li>To think about the perspectives of others in the class.</li> <li>To understand the characteristics that make a good friend.</li> <li>To think about why it might be difficult for others to be a good friend all of the time.</li> <li>To consider why it is important to support each other by being kind.</li> <li>To learn how to help, listen to and support others when working in a team.</li> <li>To plan a party to celebrate the special friendships within the class.</li> </ul> <p><b>Managing self: My wellbeing</b> Key Knowledge</p> <ul style="list-style-type: none"> <li>To learn about the importance of exercise.</li> <li>To explore how exercise affects different parts of the body.</li> <li>To learn how yoga can help our bodies to stretch, relax and stay healthy.</li> <li>To explore guided meditation and relaxation.</li> </ul>

	<ul style="list-style-type: none"> <li>• To know that it is important to help, listen and support others when working as a team.</li> <li>• To know that it is important to tell the truth.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow instructions involving several ideas or actions.</li> <li>• To give simple instructions.</li> <li>• To listen and respond to phrases and instructions that involve several ideas or actions.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene.</li> <li>• To know and discuss the factors that support their overall health and well-being.</li> <li>• <a href="#">To understand what it means to be a safe pedestrian.</a></li> <li>• To understand what it means to eat healthily.</li> <li>• To understand the importance of healthy food choices.</li> <li>• To explore what it means to have a balanced diet.</li> </ul>
Emerald (Y1)	<p><b>Families and Relationships</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand that families look after us.</li> <li>• To know some words to describe how people are related (eg. aunty, cousin).</li> <li>• <a href="#">To know that some information about me and my family is personal.</a></li> <li>• To understand some characteristics of a positive friendship.</li> <li>• To understand that friendships can have problems but that these can be overcome.</li> <li>• To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</li> </ul> 	<p><b>Safety and the changing Body</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that some types of physical contact are never appropriate.</li> <li>• <a href="#">To know what to do if I get lost.</a></li> <li>• <a href="#">To know that a hazard is something which could cause an accident or injury.</a></li> <li>• <a href="#">To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</a></li> <li>• To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</li> <li>• To know that the emergency services are the police, fire service and the ambulance service.</li> </ul> 	<p><b>Economic Wellbeing</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that coins and notes have different values.</li> <li>• To know some of the ways children may receive money.</li> <li>• To know that it is wrong to steal money.</li> <li>• To know that banks are places where we can store our money.</li> <li>• To know some jobs in school. To know that different jobs need different skills.</li> </ul>  <ul style="list-style-type: none"> <li>• To understand why some ways of getting money is wrong</li> <li>• To understand the advantages of having a savings account.</li> <li>• To understand that some skills are needed for a range of jobs.</li> </ul>

- To identify ways people are related to each other
- To give examples of how families look after us
- Understanding what makes a good friend
- To understand that friendships have problems and that there are a range of solutions to help solve these problems.
- To be able to explain why stereotypes are often incorrect and give examples.

### Health and Wellbeing

#### Key Knowledge

- To understand we can limit the spread of germs by having good hand hygiene.
- To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.
- To know that certain foods and other things can cause allergic reactions in some people.
- To know that sleep helps my body to repair itself, to grow and restores my energy.
- To know that strengths are things we are good at.
- To know that qualities describe what we are like.
- To know the words to describe some positive and negative emotions.



- To understand that different people have different opinions on some types of physical contact.
- To describe how some hazards could be avoided.

### Citizenship

#### Key Knowledge

- To know the rules in school.
- To know that different pets have different needs.
- To understand the needs of younger children and that these change over time.
- To know that voting is a fair way to make a decision.
- To understand that people are all different



- To explain in greater depth what school might be like without rules.
- To recognise the changing needs of babies and young children.

### Transition

#### Key Knowledge

- To understand that changes can be both positive and negative.

	<ul style="list-style-type: none"> <li>• To understand why germs are bad, how to wash hands properly and the times we should take extra care to wash hands</li> <li>• To know and explain why these are the 5s's to keep safe in the sun.</li> <li>• Knowing that allergens are not always obvious in foods.</li> <li>• To understand how sleep or lack of it can affect them.</li> </ul>		
Ruby (Y2)	<p><b>Families and Relationships</b> <b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that families can be made up of different people.</li> <li>• To know that families may be different to my family.</li> <li>• To know some problems which might happen in friendships.</li> <li>• To understand that some problems in friendships might be more serious and need addressing.</li> <li>• To understand some ways people show their feelings.</li> <li>• To understand what good manners are.</li> <li>• To understand some stereotypes related to jobs.</li> <li>• To know that there are ways we can remember people or events.</li> </ul>  <ul style="list-style-type: none"> <li>• Understanding how we respect difference.</li> </ul>	<p><b>Safety and the changing Body</b></p> <ul style="list-style-type: none"> <li>• To know the PANTS rule.</li> <li>• To know that I should tell an adult if I see something which makes me uncomfortable online.</li> <li>• To understand the difference between secrets and surprises. To know the rules for crossing the road safely.</li> <li>• To know that medicine can help us when we are ill.</li> <li>• To understand that we should only take medicines when a trusted adult says we can.</li> <li>• To know the names of parts of my body including private parts.</li> </ul>  <ul style="list-style-type: none"> <li>• To understand the difference between a secret and a surprise.</li> <li>• To find out more about the safer crossing places and how they are used.</li> </ul>	<p><b>Citizenship</b> <b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know some of the different places where rules apply.</li> <li>• To know that some rules are made to be followed by everyone and are known as 'laws'.</li> <li>• To know some of the jobs people do to look after the environment in school and the local community.</li> <li>• To understand how democracy works in school through the school council.</li> <li>• To understand that everyone has similarities and differences.</li> </ul>  <ul style="list-style-type: none"> <li>• To look in more depth at who makes rules and whether these are written or just agreed.</li> <li>• To identify how democracy works in the school council.</li> </ul> <p><b>Economic Wellbeing</b> <b>Key Knowledge</b></p>

- To recognise different issues in friendships and how we overcome these.
- To use a more developed range of vocabulary to describe how other people might be feeling.
- To understand that manners and behaviour change in certain situations.
- To explain why stereotypes about jobs are incorrect.

### Health and Wellbeing

#### Key Knowledge

- To know that food and drinks with lots of sugar are bad for our teeth.
- To understand the importance of exercise to stay healthy.
- To understand the balance of foods we need to keep healthy.
- To know that breathing techniques can be a useful strategy to relax.
- To know that we can feel more than one emotion at a time.
- To know that a growth mindset means being positive about challenges and finding ways to overcome them.



- To identify and describe why a dish might not be healthy or have balance.

- **To understand when we take medicines and how to say no if someone offers us medicines that are not for us.**

- To know some of the ways in which adults get money.
- To know the difference between a 'want' and 'need'.
- To know some of the features to look at when selecting a bank account.



- To explain why something is just either a want or need.

### Transition

#### Key Knowledge

- To understand that change is part of life.

	<ul style="list-style-type: none"> <li>• To understand what is healthy/unhealthy for teeth.</li> <li>• To describe the positive impact of exercise on mental health and positivity.</li> <li>• To show empathy by describing how someone else might be feeling based on their experience.</li> </ul>		
<p>Opal (Y3/4)</p> <p>Year B (NC Y3)</p>	<p><b>Families and Relationships</b> Key Knowledge</p> <ul style="list-style-type: none"> <li>• To know that I can talk to trusted adults or services such as Childline if I experience family problem.</li> <li>• To know that bullying can be physical or verbal.</li> <li>• To know that bullying is repeated, not a one off event.</li> <li>• To know that violence is never the right way to solve a friendship problem.</li> <li>• To know that trust is being able to rely on someone and it is an important part of relationships.</li> <li>• To know the signs of a good listener.</li> <li>• To understand that there are similarities and differences between people.</li> <li>• To understand some stereotypes related to age.</li> </ul> 	<p><b>Safety and the changing Body</b> Key Knowledge</p> <ul style="list-style-type: none"> <li>• To understand that cyberbullying is bullying which takes place online.</li> <li>• To know the signs that an email might be fake.</li> <li>• To know the rules for being safe near roads.</li> <li>• To understand that other people can influence our choices.</li> <li>• To know that bites or stings can sometimes cause an allergic reaction.</li> <li>• To know that it is important to maintain the safety of myself and others, before giving first aid.</li> </ul>  <ul style="list-style-type: none"> <li>• To understand what we mean by cyberbullying and being unkind online.</li> <li>• To explain how fake emails can be explained to different audiences.</li> <li>• To explain why some choices and others are made for them.</li> </ul> <p><b>SRE (Year 4 only)</b></p>	<p><b>Citizenship</b> Key Knowledge</p> <ul style="list-style-type: none"> <li>• To understand the UN Convention on the Rights of the Child.</li> <li>• To understand how recycling can have a positive impact on the environment.</li> <li>• To know that the local council is responsible for looking after the local area.</li> <li>• To know that elections are held where adults can vote for local councillors.</li> <li>• To understand some of the consequences of breaking rules.</li> <li>• To understand the role of charities in the community</li> </ul>  <ul style="list-style-type: none"> <li>• To develop ideas on how we can support the rights.</li> <li>• To add persuasive elements to encourage people to recycle.</li> <li>• To understand that breaking rules has consequences and explaining if these are fair or not.</li> </ul>

- To understand that some problems are easily sorted and that others may need additional help.
- To understand what bullying is and its impact on the victim.
- To understand that trust can be broken or sometimes needs to be earned and how to deal with these situations.

### Health and Wellbeing

#### Key Knowledge

- To understand ways to prevent tooth decay.
- To understand the positive impact relaxation can have on the body.
- To know the different food groups and how much of each of them we should have to have a balanced diet.
- To understand the importance of belonging.
- To understand what being lonely means and that it is not the same as being alone.
- To understand what a problem or barrier is and that these can be overcome.



- To use a range of different foods and types of exercise in their healthy diaries.

- To understand the physical changes to both male and female bodies as people grow from children to adults.

### Economic Wellbeing

#### Key Knowledge

- To understand that there are different ways to pay for things.
- To know that budgeting money is important.
- To understand that there are a range of jobs available.
- To understand that some stereotypes can exist around jobs but these should not affect people's choices.



- To research to find out more about their chosen jobs.
- To explain why stereotypes might exist for some jobs and how these stereotypes can be challenged.

### Transition

#### Key Knowledge

- To understand that change often brings about more opportunities and responsibilities (Year 3)
- To know that settling goals can help us to achieve what we want (Year 4)

	<ul style="list-style-type: none"> <li>To explain different barriers to achieve a goal and explain what they would do in response.</li> </ul>		
<p>Opal (Y3/4) &amp; Topaz (Y4/5)</p> <p><b>YEAR C</b> 2024-25 (NC Y4)</p>	<p><b>Families and Relationships</b> <b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that families are varied in the UK and across the world.</li> <li>To understand the different roles related to bullying including victim, bully and bystander.</li> <li>To understand that everyone has the right to decide what happens to their body.</li> <li>To understand the courtesy and manners which are expected in different scenarios.</li> <li>To understand some stereotypes related to disability</li> </ul> <p> (HA Y4 and Y5)</p> <ul style="list-style-type: none"> <li>Understand how manners are part of respecting people and thinking about the positions of authority people might hold and why we should show respect for these.</li> <li>Understand that different people have different boundaries in friendships and these may even change depending on how people are feeling.</li> <li>Suggest ways of making a number of people around them happy, based on what other people like or think about.</li> </ul>	<p><b>Safety and the changing Body</b> <b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand that there are risks to sharing things online.</li> <li>To know the difference between private and public.</li> <li>To understand the risks associated with smoking tobacco.</li> <li>To understand the physical changes to both male and female bodies as people grow from children to adults.</li> <li>To know that asthma is a condition which causes the airways to narrow.</li> </ul> <p> <b>(Year 4 &amp; 5 only)</b></p> <ul style="list-style-type: none"> <li>Understanding about sharing information online and the consequences of sharing personal information or unkind comments</li> <li>Suggesting further examples of potential dangers online and ways of staying safe.</li> <li>Showing some understanding of the functions of parts of the body.</li> <li>Understanding changes their gender and the opposite gender will go through during puberty.</li> <li>Listing and explaining the range of changes they will go through during puberty.</li> <li>Understanding that influences vary for different people in different situations.</li> </ul>	<p><b>Economic Wellbeing</b> <b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that money can be lost in a variety of ways.</li> <li>To understand the importance of tracking money.</li> <li>To know that many people will have more than one job or career in their lifetimes.</li> <li>Exploring ways to overcome stereotypes in the workplace.</li> </ul> <p> (HA Y4 and Y5)</p> <ul style="list-style-type: none"> <li>Consider multiple factors in pricing and purchasing decision-making; acknowledging that different individuals may perceive value differently; introducing additional factors that might affect value judgments.</li> <li>Demonstrate an advanced understanding of the importance of tracking money; making thoughtful purchases; considering future financial implications; and making reasoned arguments for their chosen bank account based on its features.</li> <li>Discuss innovative solutions for money safety that they suggest independently; discussing a real-world example of money safety; demonstrating their understanding of how to maintain safety measures and monitor money by explaining how they intend to look after the money they obtain in the future.</li> </ul>

- Understand why someone may become a bully and that they might need help and support as well as the victim.
- Understand how stereotypes can be a negative influence on children.
- Decide on their own format for a biography and use their own sources for research.
- Understand that some problems are easily sorted and that others might need additional help.
- Understand what might help following a bereavement and what might be less helpful.

### Health and Wellbeing

#### Key Knowledge

- To know key facts about dental health.
- To know that visualisation means creating an image in our heads.
- To know that different job roles need different skills and so some roles may suit me more than others.
- To know that it is normal to experience a range of emotions.
- To know that mental health refers to our emotional wellbeing, rather than physical.
- To understand that mistakes can help us to learn.

- Knowing how to make their own choices clear to others.

### Citizenship

#### Key Knowledge

- To know that human rights are specific rights that apply to all people.
- To know some of the people who protect our human rights such as police, judges and politicians.
- To know that reusing items is of benefit to the environment.
- To understand that councillors have to balance looking after local residents and the needs of the council.
- To know that there are a number of groups which make up the local community



- Understand how human rights are protected and how people can bring about change if necessary.
- Understand why reusing is more environmentally friendly than recycling and some of the additional benefits reusing items.
- Understand why people set up or join community groups.
- Understand the impact groups can have in a local community.
- Understand that change and diversity can bring both challenges and benefits to a community.

- Create career scenarios and evaluating the potential influences on job choices within them; offering thoughtful strategies for responding to influences in various career paths.
- Analyse the complexities of career changes; identifying reasons and discussing potential challenges and benefits of such changes.
- Suggest comprehensive strategies and positive actions to challenge stereotypes; demonstrating a deeper understanding of the underlying issues and promoting inclusivity and diversity in the workplace.

### Transition

#### Key Knowledge

- To understand that change often brings about more opportunities and responsibilities (Year 3)
- To know that setting goals can help us to achieve what we want (Year 4)
- To understand the skills needed for roles in school (Year 5)

- To know who can help if we are worried about our own or other people's mental health.



**(HA Y4 & Y5)**

- Able to identify and share key facts about dental health clearly and persuasively.
- Able to identify strengths in their peers work
- Use calming intonation and expression to describe their calm place.
- Describe how it feels when they are relaxed.
- Articulate how different lessons can be learned from making mistakes.
- Celebrate mistakes by understanding how important they are.
- Recognise and describing how failure feels and suggesting strategies to overcome or manage these feelings.
- Give plenty of examples of their strengths and how they would be relevant to a specific role in school.
- Describe how doing these jobs would affect other people.
- Describe why all emotions are important.
- Understand that their actions affect their own happiness as well as the happiness of others.

- Understand that councillors have to balance looking after local residents and the needs of the council.

	<ul style="list-style-type: none"> <li>• Explain why it is important to focus on ways in which we can make a difference.</li> <li>• Understand the range of emotions and when these might occur.</li> <li>• Understand what mental health is and some of the feelings people with mental ill-health might experience.</li> <li>• Suggest ways we can help ourselves when we're experiencing negative emotions.</li> </ul>		
<p>Topaz (Y4/5)</p> <p>Year B (NC Y5)</p>	<p><b>Families and Relationships</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that marriage is a legal commitment and is a choice people can make.</li> <li>• <a href="#">To know that if I have a problem, I can call ChildLine on 0800 1111.</a></li> <li>• To know what attributes and skills make a good friend.</li> <li>• To understand what might lead to someone bullying others.</li> <li>• To know what action a bystander can take when they see bullying.</li> <li>• To understand that positive attributes are the good qualities that someone has.</li> <li>• To know that stereotypes can be unfair, negative and destructive.</li> <li>• To know that discrimination is the unfair treatment of different groups of</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">To know the steps to take before sending a message online (using the THINK mnemonic).</a></li> <li>• <a href="#">To know some of the possible risks online</a></li> <li>• To know some strategies I can use to overcome pressure from others and make my own decisions</li> <li>• To know how to assess a casualty's condition.</li> </ul> <p><b>SRE (Year 4&amp;5)</b></p> <ul style="list-style-type: none"> <li>• To understand the physical changes to both male and female bodies as people grow from children to adults.</li> </ul> <p><b>(Year 5 only)</b></p> <ul style="list-style-type: none"> <li>• To understand the process of the menstrual cycle.</li> <li>• To know the names of the external sexual parts of the body and the internal reproductive organs.</li> <li>• To know that puberty happens at different ages for different people.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that when money is borrowed it needs to be paid back, usually with interest.</li> <li>• To know that it is important to prioritise spending.</li> <li>• To know that income is the amount of money received and expenditure is the amount of money spent.</li> <li>• To know some ways that people lose money.</li> </ul>  <ul style="list-style-type: none"> <li>• To give reasons why they think a person should take or not take a loan.</li> </ul> <p><b>Transition Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that setting goals can help us to achieve what we want (Year 4)</li> <li>• To understand the skills needed for roles in school (Year 5)</li> </ul>

	<p>people, especially on the grounds of race, age, sex, or disability.</p>  <ul style="list-style-type: none"> <li>• To understand different types of marriage.</li> <li>• To recognise the impact of changes and that there is still things that need to be addressed.</li> </ul> <p><b>Health and Wellbeing</b> Key Knowledge</p> <ul style="list-style-type: none"> <li>• To understand the risks of sun exposure.</li> <li>• To know that relaxation stretches can help us to relax and de-stress.</li> <li>• To know that calories are the unit that we use to measure the amount of energy certain foods give us.</li> <li>• To know that what we do before bed can affect our sleep quality.</li> <li>• To understand what can cause stress. To understand that failure is an important part of success.</li> </ul> 	 <ul style="list-style-type: none"> <li>• To suggest further examples of potential dangers online and ways of staying safe.</li> <li>• To understand that influences vary for different people in different situations. Knowing how to make their own choices clear to others.</li> </ul> <p><b>Citizenship</b> Key Knowledge</p> <ul style="list-style-type: none"> <li>• To know what happens when someone breaks the law.</li> <li>• To understand the waste hierarchy.</li> <li>• To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</li> <li>• To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government’s work.</li> <li>• To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</li> </ul>  <ul style="list-style-type: none"> <li>• To consider differences between magistrates and Crown Court.</li> <li>• To explore and explain whether campaign activities are significant enough to create change yet remain appropriate.</li> </ul>	
Onyx (Y6)	<b>Families and Relationships</b> Key Knowledge	<b>Safety and the changing Body</b> Key Knowledge	<b>Economic Wellbeing</b> Key Knowledge

- To know that a conflict is a disagreement or argument and can occur in friendships.
- To understand the concepts of negotiation and compromise.
- To understand what respect is.
- To understand that everyone deserves respect but respect can be lost.
- To understand that stereotypes can lead to bullying and discrimination.
- To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.



- To know how to resolve a conflict when someone has hurt someone else physically or emotionally.
- To look at the potential conflict between being respected by peers and adults.
- To understand how changes can be made and how to respectfully challenge someone's opinion.
- To understand that grief varies from person to person and experience to experience.

**Health and Wellbeing**  
Key Knowledge

- To understand that online relationships should be treated in the same way as face to face relationships.
- To know where to get help with online problems.
- To understand the risks associated with drinking alcohol.
- To know how to conduct a primary survey (using DRSABC).

**SRE**

- To understand how a baby is conceived and develops.



- To understand that online relationships should include the same considerations for others as face to face relationships.
- To understand that drinking excessive amounts of alcohol can have short term and long term consequences.
- To be able to identify features of a fake news story and why these exist.

**Citizenship**

**Key Knowledge**

- To know that education is an important human right.
- To know that our food choices can affect the environment.
- To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.

- To understand that there are certain rules to follow to keep money safe in bank accounts.
- To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.
- To understand that different jobs have different routes into them.
- To understand that people change jobs for a number of reasons.
- To know that banks and organisations such as Citizens' Advice can help with money-related problems.



- To consider what people might find attractive about gambling and the risks associated with this.
- To undertake further research on their chosen job.

**Identity**

**Key Knowledge**

- To know that identity is the way we see ourselves and also how other people see us.

**Transition**

**Key Knowledge**

- To understand that a big change can bring about opportunities but also worries.

	<ul style="list-style-type: none"> <li>• To understand that vaccinations can give us protection against disease.</li> <li>• To know that changes in the body could be possible signs of illness.</li> <li>• To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</li> <li>• To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits</li> <li>• To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</li> <li>• To know the effects technology can have on mental health.</li> </ul>  <ul style="list-style-type: none"> <li>• To be challenged to carry out additional research such as what age children have vaccinations ' NHS' website.</li> <li>• To understand that changes in my body can happen for a number of reasons and what I can do if I notice them.</li> <li>• To understand how your physical wellbeing may impact their mental and emotional well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that prejudice is making assumptions about someone based on certain information.</li> <li>• To know that discrimination is treating someone differently because of certain factors.</li> </ul>  <ul style="list-style-type: none"> <li>• To know how campaigns can make a difference to others.</li> <li>• To understand some of the consequences of changing behaviour relating to food.</li> <li>• To understand how government works and how people can influence this.</li> <li>• To explain the challenges in tackling prejudice and discrimination.</li> </ul>	
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## Progression of Skills for PSHE and RSE (Y1-6)

	<b>Families and Relationships</b>	<b>Health and Wellbeing</b>	<b>Citizenship</b>	<b>Economic Wellbeing</b>	<b>Safety and the changing body</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Exploring how families are different to each other.</li> <li>• Exploring how friendship problems can be overcome. Exploring friendly behaviours.</li> <li>• Recognising how other people show their feelings.</li> <li>• Identifying ways we can care for others when they are sad.</li> <li>• Exploring the ability to successfully work with different people.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to wash my hands properly.</li> <li>• Learning how to deal with an allergic reaction.</li> <li>• Exploring positive sleep habits.</li> <li>• Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</li> <li>• Exploring health-related jobs and people who help look after our health.</li> <li>• Identifying personal strengths and qualities. Identifying different ways to manage feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Recognising why rules are necessary.</a></li> <li>• Discussing how to meet the needs of different pets.</li> <li>• Exploring the differences between people.</li> <li>• Recognising the groups that we belong to.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing how to keep money safe.</li> <li>• Discussing what to do if we find money.</li> <li>• Exploring choices people make about money.</li> <li>• Developing an understanding of how banks work.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Practising what to do if I get lost.</a></li> <li>• <a href="#">Identifying hazards that may be found at home.</a></li> <li>• <a href="#">Understanding people's roles within the local community that help keep us safe.</a></li> <li>• Learning what is and is not safe to put in or on our bodies.</li> <li>• <a href="#">Practising making an</a></li> </ul>

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Understanding ways to show respect for different families.</li> <li>• Understanding that families offer love, care and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the effect that food and drink can have on my teeth.</li> <li>• Exploring some of the benefits of exercise on body and mind.</li> <li>• Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.</li> <li>• Exploring strategies to manage different emotions. Developing empathy.</li> <li>• Identifying personal goals and how to work towards them.</li> <li>• Exploring the need for perseverance and developing a growth mindset.</li> <li>• Developing an understanding of self respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining why rules are in place.</li> <li>• Identifying positives and negatives about the school environment.</li> <li>• Learning how to discuss issues of concern to me.</li> <li>• Recognising the importance of looking after the school environment.</li> <li>• Identifying ways to help look after the school environment.</li> <li>• Recognising the contribution people make to the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying whether something is a want or need.</li> <li>• Recognising that people make choices about how to spend money.</li> <li>• Exploring the reasons why people choose certain jobs.</li> </ul>	<p>emergency phone call.</p> <ul style="list-style-type: none"> <li>• Discussing the concept of privacy.</li> <li>• Exploring ways to stay safe online.</li> <li>• Learning how to behave safely near the road and when crossing the road.</li> <li>• Exploring what people can do to feel better when they are ill.</li> <li>• Learning how to be safe around medicines.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Learning that problems can occur in families and that there is help available if needed.</li> <li>• Exploring ways to resolve friendship problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing why it is important to look after my teeth.</li> <li>• Learning stretches which can be used for relaxation.</li> <li>• Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring how children's rights help them and other children.</li> <li>• Considering the responsibilities that adults and</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the range of feelings which money can cause.</li> <li>• Discussing the different</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring ways to respond to cyberbullying or unkind behaviour online.</li> </ul>

	<ul style="list-style-type: none"> <li>• Developing an understanding of the impact of bullying and what to do if bullying occurs.</li> <li>• identifying who I can trust. Learning about the effects of non verbal communication.</li> <li>• Exploring the negative impact of stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring my own identity through the groups I belong to.</li> <li>• Identifying my strengths and exploring how I use them to help others.</li> <li>• Being able to breakdown a problem into smaller parts to overcome it.</li> </ul>	<p>children have to maintain children's rights.</p> <ul style="list-style-type: none"> <li>• Discussing ways we can make a difference to recycling rates at home/school.</li> <li>• Identifying local community groups and discussing how these support the community.</li> </ul>	<p>attitudes people have to money.</p> <ul style="list-style-type: none"> <li>• Exploring the impact our spending can have on other people.</li> <li>• Considering the advantages and disadvantages of different payment methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing skills as a responsible digital citizen.</li> <li>• Identifying things people might do near roads which are unsafe.</li> <li>• Beginning to recognise unsafe digital content.</li> <li>• Exploring that people and things can influence me and that I need to make the right decision for me.</li> <li>• Exploring choices and decisions that I can make.</li> <li>• Learning what to do in a medical emergency, including calling the emergency services.</li> </ul>
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<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>Using respectful language to discuss different families.</li> <li>Exploring physical and emotional boundaries in friendships.</li> <li>Exploring how my actions and behaviour can affect other people.</li> <li>Discussing how to help someone who has experienced a bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>Developing independence in looking after my teeth.</li> <li>Identifying what makes me feel calm and relaxed.</li> <li>Learning visualisation as a tool to aid relaxation</li> <li>Exploring how my skills can be used to undertake certain jobs.</li> <li>Explore ways we can make ourselves feel happy or happier.</li> <li>Developing the ability to appreciate the emotions of others in different situations.</li> <li>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</li> <li>Developing a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing how we can help to protect human rights.</li> <li>Identifying ways items can be reused.</li> <li>Explaining why reusing items is of benefit to the environment.</li> <li>Identifying the benefits different groups bring to the local community.</li> <li>Discussing the positives diversity brings to a community.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the factors which affect whether something is value for money.</li> <li>Discuss some impacts of losing money.</li> <li>Identifying negative and positive influences that can affect our career choices.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing how to seek help if I need to.</li> <li>Exploring what to do if an adult makes me feel uncomfortable.</li> <li>Learning about the benefits and risks of sharing information online.</li> <li>Discussing the benefits of being a non-smoker.</li> <li>Discussing some physical and emotional changes during puberty.</li> <li>Learning how to help someone who is having an asthma attack.</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>Identifying ways families might make children feel unhappy or unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>Developing independence for protecting myself in the sun.</li> <li>Understanding the relationship between stress and relaxation.</li> </ul>	<ul style="list-style-type: none"> <li>Explaining why reducing the use of materials is</li> </ul>	<ul style="list-style-type: none"> <li>Discussing risks associated with money.</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of how to ensure</li> </ul>

	<ul style="list-style-type: none"> <li>• Exploring the impact that bullying might have.</li> <li>• Exploring issues which might be encountered in friendships and how these might impact the friendship.</li> <li>• Exploring and questioning the assumptions we make about people based on how they look.</li> <li>• Exploring our positive attributes and being proud of these (self-respect).</li> </ul>	<ul style="list-style-type: none"> <li>• Considering calories and food groups to plan healthy meals.</li> <li>• Developing greater responsibility for ensuring good quality sleep.</li> <li>• Taking responsibility for my own feelings.</li> </ul>	<p>positive for the environment.</p> <ul style="list-style-type: none"> <li>• Discussing how rights and responsibilities link.</li> <li>• Exploring the right to a freedom of expression.</li> <li>• Identifying the contribution people make to the community and how this is recognised.</li> <li>• Developing an understanding of how parliament and Government work.</li> <li>• Identifying ways people can bring about change in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Making a budget based on priorities.</li> <li>• Discussing the role of money in selecting a job.</li> <li>• Discussing how income can change and the feelings associated with this.</li> </ul>	<p><a href="#">relationships online are safe.</a></p> <ul style="list-style-type: none"> <li>• Learning to make 'for' and 'against' arguments to help with decision making.</li> <li>• Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.</li> <li>• Learning about how to help someone who is bleeding.</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Identifying ways to resolve conflict through negotiation and compromise.</li> <li>• Discussing how and why respect is an important part of relationships.</li> <li>• Identifying ways to challenge stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.</li> <li>• Identifying a range of relaxation strategies and situations in which they would be useful.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about environmental issues relating to food.</li> <li>• Discussing how education and other human rights protect us.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising differences in how people deal with money and the role of emotions in this.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Developing an understanding about the reliability of online information.</a></li> <li>• <a href="#">Exploring online</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Exploring the process of grief and understanding that it is different for different people.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.</li> <li>• Exploring my personal qualities and how to build on them.</li> <li>• Developing strategies for being resilient in challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying causes which are important to us. Discussing how people can influence what happens in parliament.</li> <li>• Discussing ways to challenge prejudice and discrimination.</li> <li>• Identifying appropriate ways to share views and ideas with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing some risks associated with gambling.</li> <li>• Identifying jobs which might be suitable for them.</li> </ul>	<p><a href="#">relationships including dealing with problems.</a></p> <ul style="list-style-type: none"> <li>• Discussing the reasons why adults may or may not drink alcohol.</li> <li>• Discussing problems which might be encountered during puberty and using knowledge to help.</li> <li>• Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.</li> </ul>
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**PSHE Resources:**

Please see folder on Staff Share under 'Staff Information' – 'Curriculum' – 'PSHE '.

End of unit assessment quizzes and or knowledge catchers at the beginning of topics

