PSHE: Relationships

You and Me (Relationships and mental health)

YR Caring for Others
R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
Y1 Special People
R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another R20. How to recognise who to trust and not trust. (links to Project evolve-privacy and security)
Y1 Our Class
R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people
Y2 You and Me
R8. to identify and respect the differences and similarities between people
Y3 You and Me
R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy (links to project evolve-privacy and security) H1. what positively and negatively affects their physical, mental and emotional health H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
Y4 You and Me
R1. to communicate their feelings to others, to recognise how others show feelings and how to respond. Understanding that isolation and loneliness can affect children, and the benefits of seeking support R2. to recognise that their behaviour can affect other people R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
Y5 You and Me
R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' H1. what positively and negatively affects their physical, mental and emotional health H26. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement. And that everyone grieves differently. H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
Y6 You and Me
R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

PHSE: Relationships

Getting On and Falling Out (Anti-bullying and conflict resolution)

YR Starting School
R2. to recognise that their behaviour can affect other people R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
YR Kindness and Sharing
R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
Y1 Being Friends
R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (links to project evolve- online relationships)
Y2 Working Together
R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R7. to offer constructive support and feedback to others
Y3 Getting On and Falling Out
R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) R18. how to recognise bullying and abuse in a variety of forms (links to project evolve-online bullying) R15. to recognise and manage 'dares'
Y4 Getting On and Falling Out
R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (links to project evolve-online bullying) R16. to recognise and challenge stereotypes
Y5 Getting On and Falling Out
R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (links to project evolve-online bullying) R15. to recognise and manage 'dares' R16. to recognise and challenge stereotypes
Y6 Getting On and Falling Out
R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (links to project evolve-online bullying)

PHSE: Health and Wellbeing

Keeping Healthy

YR Starting School
H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) TRANSITION H6. the importance of, and how to, maintain personal hygiene (toilet training) H8. about the process of growing from young to old and how people's needs change H10. the names for the main parts of the body
YR Keeping Healthy
H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (links to project evolve-health, well-being and lifestyle)
Y1 Keeping Healthy
H6. the importance of, and how to, maintain personal hygiene H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading H10. the names for the main parts of the body including penis, vulva, vagina, testicles, scrotum and nipples and the bodily similarities and differences between boys and girls
Y2 Keeping Healthy
H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health –(links to project evolve-health, well-being and lifestyle) H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequence H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring H11.that household products, including medicines, can be harmful if not used properly
Y3 Healthy Eating
H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and vaping and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
Y4 Healthy Choices
H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and vaping 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
Y5 Puberty
H18. how their body will, and their emotions may, change as they approach and move through puberty H19. about human reproduction H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

Y6 Puberty
H18. how their body will, and their emotions may, change as they approach and move through puberty H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

PHSE: Health and Wellbeing

Keeping Safe

YR Beach and Sun Safety
H12. rules for and ways of keeping physically safe at the beach and in the sun H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
Y2 Keeping Safe
H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety(links to project evolve- online reputation), road safety, cycle safety and safety in the environment, rail, water and fire safety H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14. about the ways that pupils can help the people who look after them to more easily protect them H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
Y3 Road and Water Safety
H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)
Y4 Growing Independence
H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
Y5 First Aid
H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H15. school rules about health and safety, basic emergency aid procedures, where and how to get help H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)
Y6 Social Media
H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (project evolve-online reputation, self image and identity)

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) (links to project evolve-health, well-being and lifestyle) H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request (links to project evolve -online relationships) H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (links to project evolve- managing online information) H27: to describe ways in which some online content targets people to gain money or information illegally; to describe strategies to help identify content e.g. scams, fraud and video game monetisation (links to project evolve – privacy and security).

PSHE: Living in the Wider World

Our Community

YR Starting School
L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else
Y1 Our Class
L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them
Y1 Our Community
L4. that they belong to different groups and communities such as family and school L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
Y1 Money
L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
Y2 Our Class
L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
Y2 You and Me
L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else
Y3 Responsibility
L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
Y4 Being Part of a Community
L9. what being part of a community means, and about the varied institutions that support communities locally and nationally

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
Y5 Community Groups
L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
Y6 Money Matters
L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world L16. what is meant by enterprise and begin to develop enterprise skills

PHSE: Living in the Wider World

The Wider World

YR The Wider World
L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
Y3 Differences
L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L12. to consider the lives of people living in other places, and people with different values and customs
Y4 Rules and Laws
L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L12. to consider the lives of people living in other places, and people with different values and customs
Y5 Human Rights
L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
Y6 Social Media
L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L17. to explore and critique how the media present information L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to other (links to project evolve- managing online information) L19. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them (covered in ICT) links to project evolve- managing online information). L20. To understand online behaviours including image and information sharing (sexual imagery) including AI generated images (covered in ICT links to project evolve- online reputation, online relationships)