

## Whole School PSHE Overview

PSHE Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Rights and Responsibilities (RRR)	Family and Friends (FF)	Online Relationships (OR)	Personal Safety (PS)	Drug Education (DE)	Relationship and Sex Education (RSE)
Year 5	Beginning and Belonging (BB)	Anti-Bullying (AB)	Diversity and Community (DC)	Managing Safety and Risks (MSR)	Healthy Lifestyles (HL)	Relationship and Sex Education (RSE)
Year 4	Rights and Responsibilities (RRR)	Family and Friends (FF)	Personal Safety (PS)	Online Relationships (OR)	Drug Education (DE)	Managing Change (MC)
Year 3	Beginning and Belonging (BB)	My Emotions (ME)	Diversity and community (DC)	Healthy lifestyles (HL)	Managing Safety and Risks (MSR)	Relationship Education (RE)
Year 2	Rights and Responsibilities (RRR)	Anti-Bullying (AB)	Family and Friends (FF)	Personal safety (PS)	Drug education (DE)	Relationship Education (RE)
Year 1	Beginning and belonging (BB)	My Emotions (ME)	Diversity and community (DC)	Healthy lifestyles (HL)	Managing Safety and Risks (MSR)	Managing change (MC)

## Whole School RSE Knowledge Overview

Relationships Education (statutory)	Knowledge
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability <b>(Yr2 FF, Yr4 FF, Yr6 FF)</b></li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives <b>(Yr2 FF, Yr4 FF, Yr6 FF)</b></li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care <b>(Yr1 DC, Yr2 FF, Yr3 DC, Yr4 FF, Yr5 DC, Yr6 FF)</b></li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up <b>(Yr2 RE, Yr3 RE, Yr6 RSE)</b></li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong* <b>(Yr2 RE, Yr3 RE, Yr6 RSE)</b></li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <b>(Yr2 PS, Yr4 PS, Yr6 PS)</b></li> </ul> <p><small>*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</small></p>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends <b>(Yr2 FF, Yr4 FF, Yr6 FF)</b></li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties <b>(Yr2 FF, Yr4 FF, Yr6 FF)</b></li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <b>(Yr2 FF, Yr4 FF, Yr6 FF)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right <b>(Yr2 FF, Yr4 FF, Yr6 FF)</b></li> <li>• how to recognise who to trust and who not to trust how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <b>(Yr2 PS, Yr2 FF, Yr4 PS, Yr4 FF, Yr6 PS, Yr6 FF)</b></li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <b>(Yr1 DC, Yr3 DC, Yr5 DC)</b></li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships <b>(Yr1 DC, Yr3 DC, Yr5 DC)</b></li> <li>• the conventions of courtesy and manners <b>(Yr2 RRR, Yr4 RRR, Yr6 RRR)</b></li> <li>• the importance of self-respect and how this links to their own happiness <b>(Yr1 ME, Yr3 ME)</b></li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <b>(Yr1 DC, Yr2 RRR, Yr3 DC, Yr4 RRR, Yr5 DC, Yr6 RRR)</b></li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help <b>(Yr5 AB)</b></li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive <b>(Yr1 DC, Yr3 DC, Yr5 DC)</b></li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults <b>(Yr2 PS, Yr4 PS, Yr6 PS)</b></li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not <b>(Yr2 PS, Yr4 PS, Yr6 PS)</b></li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous <b>(Yr6 RRR)</b></li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <b>(Yr2 PS, Yr4 PS, Yr6 PS)</b></li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online <b>(Yr4 OR, Yr6 OR- Computing Curriculum)</b></li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) <b>(Yr2 PS, Yr4 PS, Yr6 PS)</b></li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe <b>(Yr2 PS, Yr4 PS, Yr6 PS)</b></li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact <b>(Yr2 PS, Yr4 PS, Yr6 PS)</b></li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know <b>(Yr2 PS, Yr4 PS, Yr6 PS)</b></li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult <b>(Yr2 PS, Yr4 PS, Yr6 PS)</b></li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard, <b>(Yr2 PS, Yr4 PS, Yr6 PS)</b></li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so <b>(Yr2 PS, Yr3 RE, Yr4 PS, Yr5 RSE, Yr6 PS)</b></li> <li>• where to get advice, for example family, school or other sources <b>(Yr2 PS, Yr4 PS, Yr6 PS)</b></li> </ul>
<b>Physical Health and Mental Wellbeing (Statutory)</b>	
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health <b>(Yr1 ME, Yr3 ME, Yr5 ME)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations <b><u>(Yr1 ME, Yr3 ME, Yr5 ME)</u></b></li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings <b><u>(Yr1 ME, Yr2 PS, Yr3 ME, Yr4 PS, Yr5 ME)</u></b></li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate <b><u>(Yr1 ME, Yr3 ME, Yr5 ME)</u></b></li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness <b><u>(Yr1 DC, Yr3 DC, Yr5 DC)</u></b></li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests <b><u>(Yr1 ME, Yr3 ME, Yr5 ME)</u></b></li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support <b><u>(Yr1 ME, Yr3 ME, Yr5 ME)</u></b></li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing <b><u>(Yr5 AB)</u></b></li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) <b><u>(Yr1 ME, Yr3 ME, Yr5 ME)</u></b></li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough <b><u>(Yr1 ME, Yr3 ME, Yr5 ME)</u></b></li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits <b><u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u></b></li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing <b><u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u></b></li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private <b><u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u></b></li> <li>• why social media, some computer games and online gaming, for example, are age restricted <b><u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u></b></li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health <b><u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u></b></li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted <b><u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u></b></li> <li>• where and how to report concerns and get support with issues online <b><u>(Yr4 OR, Yr6 OR- Computing Curriculum)</u></b></li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle <b><u>(Yr1 HL, Yr3 HL, Yr5 HL)</u></b></li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise <b><u>(Yr1 HL, Yr3 HL, Yr5 HL)</u></b></li> <li>• the risks associated with an inactive lifestyle (including obesity) <b><u>(Yr1 HL, Yr3 HL, Yr5 HL)</u></b></li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health <b><u>(Yr1 HL, Yr3 HL, Yr5 HL)</u></b></li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content) <b><u>(Yr1 HL, Yr3 HL, Yr5 HL)</u></b></li> <li>• the principles of planning and preparing a range of healthy meals <b><u>(Yr1-6 Food Technology, Yr3 HL, Yr5 HL)</u></b></li> </ul>

	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) <b>(Yr1 HL, Yr3 HL, Yr5 HL)</b></li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <b>(Yr2 DE, Yr4 DE, Yr6 DE)</b></li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body <b>(Yr1 HL, Yr3 HL, Yr5 HL)</b></li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer <b>(Yr1 MSR, Yr3 MSR, Yr5 MSR)</b></li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn <b>(Yr1 HL, Yr3 HL, Yr5 HL)</b></li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist <b>(Yr1 HL, Yr3 HL, Yr5 HL)</b></li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing <b>(Yr3 RE, Yr5 RSE)</b></li> <li>the facts and science relating to allergies, immunisation and vaccination <b>(Yr2 DE, Yr4 DE, Yr6 DE)</b></li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary <b>(Yr5)</b></li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries <b>(Yr5)</b></li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes <b>(Yr5 RSE, Yr6 RSE)</b></li> <li>about menstrual wellbeing including the key facts about the menstrual cycle <b>(Yr5 RSE, Yr6 RSE)</b></li> </ul>

<b>Sex Education</b> *Non Statutory unless part of Science National Curriculum	<b>Knowledge and Vocabulary*</b> <i>*vocabulary is introduced in the contexts of Personal Safety, Healthy Lifestyles, Managing Safety and Risks and through the Science curriculum.</i>
<b>Year R</b>	<b>Penis, Testicles, Vagina, Bottom</b>
<b>Year 1</b>	<b>Penis, Testicles, Vagina, Vulva, Bottom</b>
<b>Year 2</b> (Science NC)	<b>Penis, Testicles, Vagina, Vulva, Bottom</b> Offspring. Adult animals produce offspring. In humans, a baby (or foetus) grows inside of its mother (or a female) <b><i>To understand that babies grow inside a female body until they are ready to be born.</i></b>
<b>Year 3</b>	<b>Penis, Testicles, Vagina, Vulva, Bottom, Breast, Nipple, Anus, Scrotum</b>
<b>Year 4</b>	<b>Penis, Testicles, Vagina, Vulva, Bottom, Breast, Nipple, Anus, Scrotum</b>
<b>Year 5</b> (Science NC)	<b>Year 3/4 + Puberty, Period, Fallopian Tube, Ovary, Menstruation, Pubic Hair, Womb, Urethra, Voice Breaking, Ovulation, Sperm</b> Reproduction. Every human began when a seed from a male (sperm) and an egg from a female join together. This produces an embryo which grows into a foetus and in turn is born as a baby. <b><i>To understand that babies begin when a male seed and a female egg join together.</i></b>
<b>Year 6</b> (Relationships and Sex Education)	<b>Year 5+ Cervix, Labia, Clitoris, Uterus, Arousal, Erection, Sexual Intercourse, Sex, Ejaculation, Conception, Pregnancy</b> Human sexual reproduction. A female's egg is fertilised by a male's sperm through sexual reproduction. There are a number of other ways an egg and sperm can be joined (IVF). Babies may be born via vaginal birth or caesarean section. <b><i>To know facts about the human life cycle, including sexual reproduction and sexual intercourse.</i></b>

