



Heatherside Junior School - PSHE

INTENT

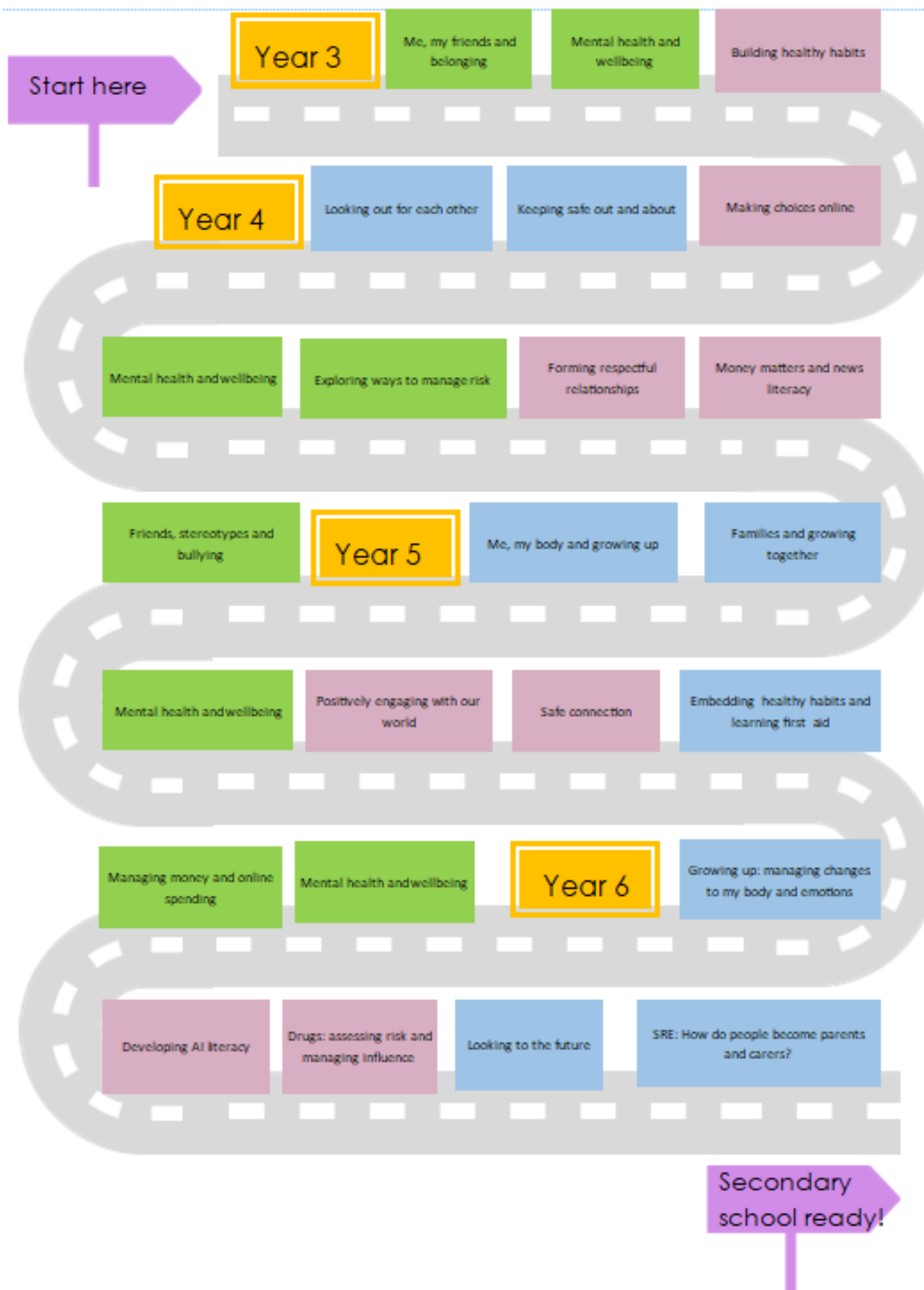
PSHE education at our school prepares children to be healthy, safe and successful members of society. Through a carefully planned curriculum, children develop the knowledge, skills and understanding they need to manage relationships, look after their physical and mental health, stay safe in the real and virtual world, and understand their role within the wider community. Our curriculum follows the PSHE Association Programme of Study and includes Relationships, Sex and Health Education (RSHE) alongside Economic Wellbeing and Careers Education. Through a spiral curriculum, children revisit key themes throughout their time at school, building on prior learning with increasing understanding and maturity. Our aim is to develop resilience and independence in our pupils, which is reflected in their learning and in all aspects of school life. We want children to recognise and describe a range of feelings through their work with the Zones of Regulation and to develop strategies to manage these feelings. Our aim is for children to know what to do if they feel unsafe or uneasy, to understand how to maintain healthy lifestyles, and to develop an age-appropriate understanding of growing up and puberty. We also aim for children to understand their place in a community, develop aspirations for their future and gain an understanding of money and economic wellbeing.

IMPLEMENTATION

PSHE is taught weekly in each class following a spiral curriculum based on the PSHE Association Programme of Study. Learning is carefully sequenced so that children build on previous knowledge and experiences as they move through the school. Where appropriate, links are made with other curriculum areas. For example, some online safety objectives are taught through the computing curriculum and aspects of human development are taught through both Science and PSHE. Assemblies, themed weeks and wider school experiences also contribute to pupils' personal development and reinforce key PSHE messages. The Zones of Regulation are used consistently across the school to support pupils' emotional awareness and vocabulary. This is reinforced through assemblies and classroom practice. All classrooms display the Zones and staff promote and model the associated language in daily interactions, helping pupils to recognise and regulate their emotions. The Sex Education element of RSHE is delivered through the Kapow scheme in Years 4, 5 and 6. This provides age-appropriate learning through carefully selected resources, vocabulary and activities. At our school, this element is taught in Summer 2 by class teachers, when pupils are ready for more mature discussions. Particular emphasis is placed on understanding the emotional impact of puberty and knowing where to seek support and guidance. Visitors and external agencies are used where appropriate to enrich the curriculum and provide pupils with additional expertise and experiences.

IMPACT

Children become more resilient and develop as independent learners. They approach relationships with others in a kind and respectful way and understand how their actions can affect those around them. Children can recognise and talk about their emotions and increasingly use the language of the Zones of Regulation to support their self-regulation. They know what to do if something does not feel right and understand how to seek help for themselves or others. Children develop an understanding of healthy lifestyles, personal safety, relationships and the changes that take place as they grow up. They recognise their place within a community, understand the importance of respect and inclusion, and begin to develop aspirations for their future. They leave our school as confident individuals who are prepared for the next stage of their education and for life in modern Britain.



PSHE Journey Through Heatherside Junior School

Heatherside Junior School

Key Stage Two PSHE Overview

National Curriculum

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. 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.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. 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.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Me, my friends and belonging</u> - Personal identity - What makes a good friend - Falling out with friends - Belonging to a community	<u>The Mental health and wellbeing</u> - Exploring emotions - Understanding distraction - Managing thoughts and emotions - Managing worries - Managing responses	<u>Building healthy habits</u> - Healthier eating and drinking habits - Healthier eating – choices and influences - Ready, set cook! - Exploring dental health - Physical activity	<u>Making choices online</u> - Creating and managing passwords - protecting devices - what can we watch? - Can we choose what to watch? - Paying to play	<u>Keeping safe out and about</u> - Managing risk in the sun - Rail and Road: risks and keeping safe - Canals and rivers - Flood alert!	<u>Looking out for each other</u> - Allergies - Bites and stings - Calling for help
Year 4	<u>Mental health and wellbeing</u> - Describing emotions - Understanding internal and external distractions - Exploring different thinking habits - Strategies for calm - How do people manage change and loss?	<u>Exploring ways to manage risk</u> - Firework safety - Keeping safe at home - Independently crossing the road - Exploring risk - Medicines and household products - Smoking, vaping and alcohol	<u>Forming respectful relationships</u> - Valuing friendships - Friendship challenges - What is bullying - Kindness	<u>Money matters and news literacy</u> - How money is used - Making decisions about money - How news affects feelings - Fake or real news? - Questioning images in the news	<u>Families and growing together</u> - Family relationships - Diverse families - Family changes - Marriage and partnership	<u>Me, my body & growing up: How will my body and emotions change as I grow up?</u> - What are body boundaries? - NSPCC: Building confidence - How will I grow and change during puberty - Which emotional changes could I experience? - What is a period? - Showing kindness about body changes - Who can I talk to about changes?
Year 5	<u>Friendship, stereotypes and bullying</u> - Including others - Positive and respectful friendships - Bullying and its impact - Challenging stereotypes - Addressing extremism	<u>Mental health and wellbeing</u> - Noticing and naming emotions - Directing attention and managing distractions - Changing thinking habits - Rumination and worry - Managing reactivity	<u>Positively engaging with our world</u> - Managing feelings about the news - Spotting fake news - Understanding that news is targeted - Connecting with nature - Climate change: everyday action - Climate change: Doing it together	<u>Safe Connection</u> - Play, like, share: Block him - Play, like, share: Who's Magnus - Play, like, share: They have fans, we have friends! - Respectful relationships - Socialising online - Making the right Cyber Choices	<u>Embedding healthy habits and learning first aid</u> - Confident mover - Team player - Goal setter - Asthma - Head Injuries	<u>Growing up: How can I manage the changes to my body and emotions as I grow up?</u> - How will my body grow? - How can I keep myself clean? - How can we treat others kindly during puberty? - Managing emotions during puberty - What is a period? - How can I challenge behaviour which crosses personal boundaries? <u>Respecting Boundaries</u> - NSPCC: Talk pants
Year 6	<u>Mental Health and wellbeing</u> - Regulating emotions - Managing distraction - Developing positive thinking habits - Managing rumination and worry - Managing stress - How do people manage loss and support each other?	<u>Managing money and online spending</u> - Money and emotional wellbeing - Being a critical consumer - Gambling: Chancing it! - Spending influences - Finance online: Wellbeing and support	<u>Developing our AI literacy</u> - What is AI? - How does AI affect our rights? - What is an AI chatbot? - The importance of generative AI - The ethics of AI images - Pick your pics	<u>Drugs education: assessing risk and managing influences</u> - Medicines - Legal and illegal drugs - Influences and pressure - Tobacco, vaping and alcohol in the media	<u>Looking to the future</u> - Job skills - Choosing a career - Career routes - Moving to secondary - NSPCC: Transition to secondary school	<u>Sex education: How do people become parents and carers?</u> - Words to describe our private body parts - How are babies made? - What happens in pregnancy and how are babies born? - How are families formed? - How does life change after having a baby? - What is consent?

Coverage

Key

There are references at the end of each learning opportunity to show which statutory RSHE guidance content that learning opportunity addresses. For example, the first learning opportunity in key stage 1, '*what a family is and who is in our family*' **F1** **F2** ' addresses bullets 1 and 2 of the 'Families and people who care for me' section of the statutory RSHE guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:

Relationships Education

- F** Families and people who care for me
- CF** Caring friendships
- RKR** Respectful, kind relationships
- OSA** Online safety and awareness
- BS** Being safe

Health Education (Health and wellbeing)

- GW** General wellbeing
- WO** Wellbeing online
- PHF** Physical health and fitness
- HE** Healthy eating
- DATV** Drugs, alcohol, tobacco and vaping
- HPP** Health protection and prevention
- PS** Personal safety
- BFA** Basic first aid
- DB** Developing bodies

Year 3	RSHE Coverage		
<u>Autumn 1</u> Me, my friends and belonging	Relationships Education F3 – Families may look different but are characterised by love and care. CF7 – Importance of friendships and how people choose and make friends. CF8 – Healthy friendships are positive, welcoming and inclusive. CF10 – Characteristics of positive friendships including kindness, trust, honesty, respect and support. CF11 – Friendships have ups and downs and can often be repaired. CF12 – How to manage conflict without resorting to aggression. CF13 – Recognise when friendships make us feel unhappy or uncomfortable and know where to get support. RKR1 – Consider the needs and preferences of others. RKR2 – Understand healthy boundaries within friendships and groups. RKR3 – Communicate respectfully and resolve disagreements. RKR5 – Respect others, including those with different backgrounds, beliefs or experiences. RKR6 – Develop practical relationship skills. RKR8 – Develop self-respect and a positive sense of identity. RKR9 – Recognise bullying behaviour and know how to seek help. RKR10 – Challenge stereotypes and value individuality.	Being Safe BS7 – Recognise appropriate boundaries within friendships. BS11 – Recognise when relationships become unhealthy. BS12 – Know how to report concerns. BS13 – Know how to seek help from trusted adults.	Health Education GW3 – Recognise and understand a range of emotions. GW4 – Use appropriate vocabulary to describe feelings. GW6 – Understand that loneliness can affect everyone. GW7 – Recognise the impact of bullying on wellbeing. GW9 – Know where to seek support.
<u>Autumn 2</u> The Mental health and wellbeing	Health Education GW3 – Recognise and understand a range of emotions, and that worrying or feeling down is normal and affects everyone. GW4 – Use varied vocabulary to describe their own and others' feelings. GW5 – Judge whether feelings and behaviour are appropriate and proportionate to a situation (foundational form: helpful vs unhelpful, calm vs tense responses). GW9 – Know where and how to seek support, including who to speak to if worried.		
<u>Spring 1</u> Building healthy habits	Health Education – Healthy eating HE1 – What constitutes a healthy diet, including nutritional content and understanding calories. HE2 – The importance of a healthy relationship with food. HE3 – The principles of planning and preparing a range of healthy meals. HE4 – The characteristics of a poor diet and the risks of unhealthy eating, including obesity and tooth decay.	Health Education – Health protection and prevention HPP4 – Dental health and good oral hygiene: brushing twice a day with fluoride toothpaste, cleaning between teeth, and regular dental check-ups.	Health Education – Physical health and fitness PHF4 – How and when to seek support, including which adults in school to speak to, if worried about their health.

<u>Spring 2</u> Making choices online	Relationships Education RKR2 – Understand and respect healthy boundaries, including resisting pressure to act in a riskier way. RKR3 – Communicate assertively, including saying no and suggesting alternatives when influenced by peers. Being Safe BS13 – Know how to ask for help or advice from a trusted adult or service, and to keep asking until heard.	Health Education DATV1 – The facts about harmful substances and associated risks, including smoking, vaping, alcohol, caffeine and drug-taking, and the risks of nicotine addiction. PS1 – About hazards (including fire risks) that may cause harm, injury or risk, and ways to reduce them. PS2 – How to recognise risk and keep safe around roads. BFA1 – How to get help in an emergency, including knowing to call the emergency services (999) or NHS 111 for advice.	
<u>Summer 1</u> Keeping safe out and about	Relationships Education RKR3 — Communicate respectfully, be assertive and resolve disagreements.	Being Safe BS13 — Know how to seek help from trusted adults, and keep asking until heard.	Health Education PS1 — Identify hazards that may cause harm or injury, and ways to reduce risk. PS2 — Recognise and manage risk around roads, railways and water, including the water safety code. HPP2 — Understand safe and unsafe sun exposure and how to reduce the risk of sun damage, including skin cancer. BFA1 — Make a clear, calm call to the emergency services in an emergency.
<u>Summer 2</u> Looking out for each other	Relationships Education RKR1 — Consider the needs and preferences of others.	Being Safe BS13 — Know how to seek help and advice, including when to get medical help.	Health Education PS1 — Identify hazards and make an area safe before helping. HPP1 — Recognise early signs that something is wrong with the body. BFA1 — Make a clear, calm emergency call (999/112), give the right information, and follow the operator. BFA2 — Give basic first aid for common injuries and ailments, and care for a casualty.

Year 4	RSHE Coverage		
<u>Autumn 1</u> Mental health and wellbeing	Health Education GW3 – Recognise and understand a wide range of emotions. GW4 – Develop vocabulary to describe feelings and emotions. GW5 – Judge whether feelings and behaviours are appropriate and proportionate. GW6 – Understand that loneliness and isolation can affect wellbeing and know the benefits of seeking support. GW8 – Understand that change and loss can provoke different feelings and that people respond differently. GW9 – Know where and how to seek support for emotional wellbeing. GW10 – Understand that mental health difficulties are common and that early support can help.	Relationships Education RKR3 – Communicate feelings effectively and manage emotions appropriately. RKR8 – Understand the importance of self-respect, self-awareness and developing a positive sense of self.	Being Safe BS13 – Know how to ask for help for themselves or others and keep trying until they are heard.
<u>Autumn 2</u> Exploring ways to manage risk	Relationships Education RKR2 – Understand and respect healthy boundaries, including resisting pressure to act in a riskier way. RKR3 – Communicate assertively, including saying no and suggesting alternatives when influenced by peers. Being Safe BS13 – Know how to ask for help or advice from a trusted adult or service, and to keep asking until heard.	Health Education DATV1 – The facts about harmful substances and associated risks, including smoking, vaping, alcohol, caffeine and drug-taking, and the risks of nicotine addiction. PS1 – About hazards (including fire risks) that may cause harm, injury or risk, and ways to reduce them. PS2 – How to recognise risk and keep safe around roads. BFA1 – How to get help in an emergency, including knowing to call the emergency services (999) or NHS 111 for advice	
<u>Spring 1</u> Forming respectful relationships	Relationships Education — Caring friendships CF7 – Importance of friendships and how people choose and make friends. CF8 – Healthy friendships are positive, welcoming and inclusive. CF10 – Characteristics of positive friendships including kindness, trust, honesty, respect and support. CF11 – Friendships have ups and downs and can often be repaired. CF13 – Recognise when friendships make us feel unhappy or uncomfortable and know where to get support. Relationships Education — Online safety and awareness OSA1 – Communicate respectfully online, applying the same principles as face to face. † OSA2 – Recognise and report harmful or hurtful online contact. †	Relationships Education — Respectful, kind relationships RKR1 – Consider the needs and preferences of others. RKR3 – Communicate respectfully and resolve disagreements. RKR5 – Respect others, including those with different backgrounds, beliefs or experiences. RKR6 – Develop practical relationship skills. RKR8 – Develop self-respect and a positive sense of identity. RKR9 – Recognise bullying behaviour and know how to seek help.	Being Safe BS13 – Know how to seek help from trusted adults, and keep asking until heard. Health Education GW1 – Understand that kindness and helping others benefit wellbeing and happiness. GW3 / GW4 – Recognise a range of emotions and use vocabulary to describe feelings. GW6 – Understand that loneliness can affect everyone. GW7 – Recognise the impact of bullying on wellbeing. GW9 – Know where to seek support.
<u>Spring 2</u> Money matters and news literacy	Relationships Education — Online safety and awareness OSA2 – Critically evaluate online sources of information, and recognise and report misleading or harmful content. Health Education — Wellbeing online †	Health Education — General wellbeing GW3 – Recognise and understand a range of emotions. GW4 – Use appropriate vocabulary to describe feelings. GW5 – Judge whether feelings and reactions are appropriate and proportionate	Living in the Wider World — Economic wellbeing EW2 – Identify different methods of payment and when each is useful or appropriate. EW3 – Recognise that people hold different attitudes towards money.

	WO1 — Recognise that the internet and online content have positive and negative sides. WO3 — Recognise the impact of positive and negative online content on wellbeing WO7 — Take a critical approach to what they see and read online and make responsible decisions about it. WO9 — Understand how online information is selected and targeted, and judge what they find.	Being Safe BS13 — Know how to seek help from trusted adults.	EW4 — Identify what influences spending (advertising, online, peers) and how to manage those influences. EW5 — Make spending and saving decisions based on budget, value and needs. EW6 — Save money, keep it safe and keep track of it, and understand why this matters.
<u>Summer 1</u> Families and growing together	Relationships Education F1 – Families provide love, security and stability and help children grow up safe and happy. F2 – Features of safe, happy family life: commitment, spending time together and sharing each other's lives. F3 – Families may look different but are characterised by love and care. F4 – Stable, caring relationships are at the heart of safe and happy families. F6 – Recognise when family relationships feel unhappy or unsafe and know how to seek help. RKR1 – Consider the needs and preferences of others. (L1, the Meera "facing a challenge" task) RKR2 – Understand healthy boundaries within families and groups. RKR3 – Communicate respectfully and resolve disagreements. RKR5 – Respect others, including those with different backgrounds, beliefs or experiences RKR10 – Challenge stereotypes and value individuality.	Health Education GW3 – Recognise and understand a range of emotions. GW4 – Use appropriate vocabulary to describe feelings. GW8 – Change and loss can bring a range of feelings.	Being Safe BS13 – Know how to seek help from trusted adults.
<u>Summer 2</u> Me, my body & growing up: How will my body and emotions change as I grow up?	Relationships Education RKR2 – Set and respect healthy boundaries with friends, family, peers and adults. RKR3 – Communicate assertively, express boundaries and manage strong feelings. RKR5 – Respect others, including those whose bodies, characters or choices are different. RKR8 – Develop self-respect and a positive sense of identity. RKR9 – Understand the impact of unkind comments and bullying, and how to challenge it. RKR11 – Seek help when worried or unsure who to trust.	Health Education GW3 – Recognise a range of emotions and understand that worrying or feeling unsettled is normal. GW4 – Use varied vocabulary to name and describe feelings. GW5 – Judge whether feelings and behaviour are appropriate and proportionate, and respond accordingly. GW7 – Understand the lasting impact unkind comments and bullying can have on wellbeing. GW9 – Know who and where to go for support, including who in school to speak to. DB1 – Understand how the body grows and changes through the human lifecycle, with puberty as one stage. DB2 – Know the correct names for body parts, that they are private, and set boundaries around them. DB3 – Know the facts about the menstrual cycle, including physical and emotional changes.	Being Safe BS1 – Recognise appropriate boundaries in friendships and around personal space. BS3 – Know their body belongs to them and the difference between appropriate and inappropriate or unsafe contact. BS5 – Recognise who to trust and who not to trust. BS6 – Have the vocabulary and confidence to say when something feels unsafe or uncomfortable. BS7 – Ask for help and keep asking until heard; know where to get advice (home, school).

Year 5	RSHE Coverage		
<u>Autumn 1</u> Friendship, stereotypes and bullying	Caring friendships CF1 – How friendships make us feel happy and secure, and how people choose and make friends. CF2 – That healthy friendships are welcoming and inclusive, and do not leave others feeling lonely or excluded; skills for kind friendships. CF3 – That most people feel lonely at times, and there is no shame in it or in talking about it. CF4 – The features of good friendships: mutual respect, honesty, trust, loyalty, kindness, shared interests and support. CF5 – That friendships have ups and downs and can change, and that problems can often be worked through and the friendship repaired or strengthened. CF7 – How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support.	Respectful, kind relationships RKR3 – How to communicate effectively, be assertive, manage conflict with kindness and respect, and manage feelings such as disappointment and frustration. RKR5 – That they should expect, and give, respect to others, including people who are different or hold different beliefs. RKR9 – The different types of bullying including online, its impact, the responsibilities of bystanders, and how to get help. RKR10 – What a stereotype is, how stereotypes can be unfair, harmful or lead to bullying, and how to challenge one. RKR11 – How to seek help when concerned about harm, or when unsure who to trust. Online safety and awareness OSA1 – That the same respectful principles apply online as face to face, including resisting pressure and not pressuring others. OSA2 – How to critically evaluate online relationships and content, recognise harmful contact or content, and report it.	Wellbeing online WO4 – How to consider the impact of their online behaviour on others and behave respectfully online. WO7 – How to take a critical approach to online content and make responsible decisions about what is appropriate. WO8 – That bullying and harassment can happen online, and how to seek support from trusted adults. General wellbeing GW6 – That loneliness and isolation can affect children, and the benefits of seeking support. GW7 – That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing, and how to seek help. GW9 – Where and how to seek support, and who in school to speak to. Being safe BS7 – How to ask for help for themselves or others and keep trying until they are heard. (numbering query below)
<u>Autumn 2</u> Mental health and wellbeing	Relationships Education - Respectful, kind relationships RKR3 – Manage feelings, including disappointment and frustration. Being Safe BS13 – Know how to ask for help and where to get advice (family, school, Childline), and keep trying until heard.	Health Education – General wellbeing GW3 – Recognise and understand a range of emotions, including that worry and low mood are normal. GW4 – Use varied vocabulary to describe their own and others' feelings. GW5 – Judge whether feelings and behaviour are appropriate and proportionate. GW9 – Know where and how to seek support, including who in school to speak to about their own or someone else's wellbeing.	
<u>Spring 1</u> Positively engaging with our world	Relationships Education OSA2 – Critically evaluate online sources of information, and recognise and report harmful content. OSA4 – Take care over what they share about themselves online, and use privacy settings. OSA6 – Know that online content can be upsetting, and where to get advice and support.	Health Education GW3 – Recognise a range of emotions and understand that worrying is normal. GW4 – Use varied vocabulary to name and describe feelings. GW5 – Judge whether feelings and behaviour are appropriate and proportionate, and respond accordingly. GW9 – Know who and where to go for support, including who in school to speak to. WO3 – Understand how positive and negative content can affect mental and physical wellbeing. WO7 – Take a critical approach to online content and make responsible decisions about it. WO9 – Understand how online information is selected and targeted. WO10 – Know their rights around sharing personal data, privacy and consent.	

		WO11 – Know where and how to report concerns and get support online.	
<u>Spring 2</u> Safe Connection	Relationships Education CF7 – Importance of friendships and how people choose and make friends. CF8 – Healthy friendships are positive, welcoming and inclusive. CF10 – Characteristics of positive friendships including kindness, trust, honesty, respect and support. CF13 – Recognise when friendships make us feel unhappy or uncomfortable and know where to get support. RKR1 – Consider the needs and preferences of others. RKR2 – Understand healthy boundaries within friendships and groups. RKR3 – Communicate respectfully and resolve disagreements. RKR5 – Respect others, including those with different backgrounds, beliefs or experiences. RKR6 – Develop practical relationship skills. RKR9 – Recognise bullying behaviour and know how to seek help. RKR10 – Challenge stereotypes and value individuality.	Being Safe BS7 – Recognise appropriate boundaries within friendships. BS8 – Understand how to stay safe online, including protecting personal information and using privacy settings. BS11 – Recognise when relationships become unhealthy. BS12 – Know how to report concerns. BS13 – Know how to seek help from trusted adults.	Health Education GW3 – Recognise and understand a range of emotions. GW4 – Use appropriate vocabulary to describe feelings. GW7 – Recognise the impact of bullying on wellbeing. GW9 – Know where to seek support. WO2 – Understand how to stay safe online, including managing online interactions. WO3 – Recognise that online information, images and communication can affect wellbeing and relationships
<u>Summer 1</u> Embedding healthy habits and learning first aid	Relationships Education CF2 – Healthy friendships and teams are welcoming and inclusive, and do not leave others out. RKR1 – Pay attention to the needs and preferences of others. RKR3 – Communicate with kindness and respect, and manage feelings such as disappointment. RKR5 – Respect others, including those who are different in body, ability, background or belief. RKR7 – Show courtesy, good manners and good sportsmanship. RKR8 – Build self-respect, self-esteem and a sense of identity through developing skills and interests. .	Health Education PHF1 – Know the physical and mental benefits of an active lifestyle. PHF2 – Build regular physical activity into daily and weekly routines. GW1 – Understand the wellbeing benefits of physical activity, time outdoors and helping others. GW3 – Recognise a range of emotions and understand that feeling unsure or down is normal. GW6 – Understand that feeling included supports wellbeing and that loneliness can affect people. GW9 – Know who and where to go for support, including who in school to speak to. PS1 – Recognise hazards and take steps to make a situation safe. BFA1 – Make a clear, calm call for medical help and know when it is needed. BFA2 – Give basic first aid for common injuries and illnesses, including head injuries and asthma attacks	
<u>Summer 2</u> Growing up: How can I manage the changes to my body and emotions as I grow up?	Relationships Education CF2 – Welcome and include others, and don't leave anyone out. RKR2 – Set and respect healthy personal boundaries. RKR3 – Communicate assertively, express needs and boundaries, and manage strong feelings. RKR4 – Know the difference between being assertive and being controlling, and that pressuring others is not acceptable.	Being Safe BS1 – Recognise appropriate boundaries and personal space with others. BS3 – Know your body belongs to you, and the difference between appropriate and inappropriate or unsafe contact. BS5 – Recognise behaviour that crosses a line, and who to trust. BS6 – Have the vocabulary and confidence to report it, and tell a trusted adult straight away.	Health Education GW3 – Recognise a range of emotions and understand that strong or changing feelings are normal. GW4 – Use varied vocabulary to name and describe feelings. GW5 – Judge whether feelings and behaviour are appropriate and proportionate, and respond accordingly. GW7 – Understand the impact unkind comments can have on wellbeing.

	RKR5 – Respect others, including those who look or develop differently. RKR8 – Build self-respect and self-esteem, including being kind to yourself. RKR9 – Understand the impact of unkind comments and teasing, and challenge them. .		GW9 – Know who and where to go for support, including who in school to speak to. HPP5 – Keep clean, and understand how good hygiene stops germs spreading. DB1 – Understand how the body grows and changes in puberty, driven by hormones, as part of the human lifecycle. DB2 – Know the correct names for private parts, that they are private, and set boundaries around them. DB3 – Know the facts about the menstrual cycle, including physical and emotional changes
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Year 6	RSHE Coverage		
<u>Autumn 1</u> Mental Health and wellbeing	Health Education GW3 – Recognise and understand a range of emotions, and that worrying or feeling down is normal and affects everyone. GW4 – Use varied vocabulary to describe their own and others' feelings. GW5 – Judge whether feelings and behaviour are appropriate and proportionate to a situation. GW8 – Understand that change and loss, including bereavement, can provoke a range of feelings; grief is a natural response and everyone grieves differently. GW9 – Know where and how to seek support, including who to speak to if worried about their own or someone else's mental wellbeing.		
<u>Autumn 2</u> Managing money and online spending	Health Education – Wellbeing online WO6 – Risks of online gaming, in-game purchases and video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. WO7 – Take a critical approach to online content and adverts, and make responsible decisions before buying. WO9 – Understand how online information and adverts are selected and targeted using personal data. WO11 – Know where and how to report concerns and get support with problems online.	General wellbeing GW3 – Recognise and understand a range of emotions. GW4 – Use appropriate vocabulary to describe feelings. GW9 – Know where to seek support.	
<u>Spring 1</u> Developing our AI literacy	To be confirmed Autumn 2026		
<u>Spring 2</u> Drugs education: assessing risk and managing influences	Relationships Education RKR3 – Communicate assertively and manage outside influence. RKR4 – Know the difference between passive, aggressive and assertive responses. RKR5 – Respect that others hold different views, beliefs and choices. OSA2 – Critically evaluate sources of information and recognise unreliable content.	Being Safe BS5 – Recognise risky or harmful situations, and who to trust. BS6 – Report concerns and tell a trusted adult, including if pressured to do something unsafe or illegal.	Health Education DATV1 – Know the facts about legal and illegal harmful substances and their risks, including alcohol, tobacco, vaping, drugs and nicotine addiction. HPP1 – Recognise signs of illness and changes to the body, and when help is needed. HPP6 – Understand the facts and science behind vaccination and immunisation. PHF4 – Know how and when to seek support, and which adults to speak to about health. WO3 – Understand how positive and negative content can affect wellbeing. WO5 – Know why social media and some apps are age restricted. WO7 – Take a critical approach to media content and make responsible decisions. WO9 – Understand how information and advertising are selected and targeted.

			BFA1 – Make a clear, calm call to the emergency services when needed. GW9 – Know who and where to go to for support.
Summer 1 Looking to the future	Relationships Education RKR3 – Communicate and manage feelings, including during change. RKR5 – Respect others, including those who are different or make different choices. RKR10 – Understand what a stereotype is and how to challenge it. CF2 – Welcome and include others, and support each other through change.	Health Education GW1 – Understand simple self-care: rest, time outdoors, activity and doing things you enjoy. GW3 – Recognise a range of emotions and understand that worrying is normal. GW8 – Understand that change can bring a range of feelings. GW9 – Know who and where to go for support, including who in school to speak to. HPP3 – Understand the importance of good quality sleep.	
Summer 2 Sex education: How do people become parents and carers?	Relationships Education F1 – Families provide love, security and stability. F2 – Safe, happy family life means commitment, and care and protection for children, including spending time together. F3 – Families can look different but are all characterised by love and care. F4 – Stable, caring relationships are at the heart of families. RKR1 – Pay attention to the needs of others. RKR2 – Set and respect healthy boundaries. RKR3 – Communicate assertively and express your boundaries. RKR4 – Know the difference between being assertive and being controlling, and that pressuring others is not acceptable. RKR5 – Respect others, including those whose families or choices are different.	Health Education DB1 – Understand that puberty prepares the body for reproduction in adulthood, as part of the human lifecycle. DB2 – Know the correct scientific names for private parts, that they are private, and set boundaries around them. GW9 – Know who and where to go for support, including for parents and carers.	Being Safe BS1 – Recognise appropriate boundaries with others. BS2 – Understand privacy, including seeking consent before sharing someone's information or images, and that it is not always right to keep secrets. BS3 – Know your body belongs to you, your right to say no, and the difference between appropriate and inappropriate contact. BS6 – Tell a trusted adult straight away if pressured or unsafe, and keep trying until heard.

Progression of Skills

(assessment statements in **bold**)

Year 3	Key Skills	Key Knowledge
<u>Autumn 1</u> Me, my friends and belonging	- Use respectful strategies to manage disagreements, repair friendships and seek support when needed. Explain how they can contribute positively to their school and wider community by helping others feel welcomed, valued and included.	- Healthy friendships are built on kindness, honesty, trust, respect, inclusion and support. Everyone has their own identity and belongs to different groups and communities; differences should be respected and valued. - Disagreements are a normal part of friendships and can often be resolved through respectful communication or by asking a trusted adult for help.
<u>Autumn 2</u> The Mental health and wellbeing	- Notice and name a range of emotions in themselves and others, using clues from their thoughts and their body - Tell the difference between a helpful and an unhelpful thought, emotion or distraction, and choose a simple strategy to manage an unhelpful one, such as a breathing or sensory focus activity. Recognise when a feeling or worry is too big to manage alone and name a trusted adult they could go to for help.	- An emotion is how we make sense of our thoughts and feelings, and emotions can be pleasant or unpleasant and vary in strength and energy. Thoughts, emotions, distractions and worries can be helpful or unhelpful, and noticing them is the first step to managing them. - Everyone feels worried, tense or upset sometimes, and if a feeling is difficult they can speak to a trusted adult at home or school, or Childline.
<u>Spring 1</u> Building healthy habits	Plan and prepare a simple healthy meal safely, choosing healthier ingredients and recognising the benefits of cooking at home. - Notice an influence on a food, drink or dental-care choice, make and explain a healthier choice, and know who to ask for help or advice	A balanced diet means eating a variety of foods: more of some (vegetables, fruit, water), less of others (high in sugar or salt, or ultra-processed), and different foods affect the body in different ways. - A healthy relationship with food is about balance, not restriction. All foods can fit, less healthy options are fine sometimes, and many things influence what we choose, including people, adverts, habits and cost. - Brushing twice a day with fluoride toothpaste, cleaning between teeth, and regular dental check-ups protect teeth, and sugary food and drink are the main risk to dental health.
<u>Spring 2</u> Making choices online	- Identify the hazard or risk in a situation and judge how risky it is, for example ordering scenarios on a risk continuum, spotting safe and unsafe places to cross, or recognising hazards in the home. Suggest practical ways to reduce or manage a risk and take some responsibility for their own safety, for example planning a safer route, following medicine instructions or firework safety rules, or avoiding a household hazard. - Recognise peer influence and use a strategy to resist pressure to take an unsafe risk (say no, suggest an alternative, give a reason to leave, use humour, or ask a trusted adult), and know who to ask for help and to keep asking until heard.	Whether something is risky depends on the situation, the place and who is involved, that it is important to stop and think before acting, and that some risks are worth taking while others are too risky. - Smoking and vaping harm the user and others, alcohol, caffeine, medicines and household products carry risks if misused, and laws, age restrictions, safety codes and product instructions exist to reduce harm. - There is always a trusted adult or service to turn to (parent or carer, teacher, pharmacist, NHS 111, or 999 in an emergency), it is adults' responsibility to keep children safe, and reporting a concern is better than ignoring it.
<u>Summer 1</u> Keeping safe out and about	- Spot a hazard, judge how risky it is, and suggest a way to make it safer. - Use a "stop and think" strategy under pressure: say no, suggest a safer option, or ask an adult. Identify a trusted adult to tell, and call 999 giving clear information.	Know that roads, railways, water and strong sun each carry hazards, and at least one way to reduce the risk of each. - Know that other people can pressure us into unsafe choices, and that staying safe matters more than fitting in. - Know who a trusted adult is, that 999 reaches the emergency services, and what to do if someone is in danger near water or a railway.
<u>Summer 2</u> Looking out for each other	Check a scene for hazards and decide whether to help or keep back and call for help. - Make a clear, calm emergency call, give your location, and follow the operator's instructions. - Give basic first aid, reassure and comfort the person, and decide when to get medical help.	- Know you must check an area is safe before helping, because you cannot help if you are hurt too. Know that 999 (or 112) reaches the emergency services, works even with no credit, and the key things to say: what happened, where, and the casualty's condition. - Know how to recognise when someone needs help, including the signs of an allergic reaction (swelling, rash, trouble breathing), and that a severe reaction is serious.

Progression of Skills

(assessment statements in **bold**)

Year 4	Key Skills	Key Knowledge
<u>Autumn 1</u> Mental health and wellbeing	• Notice, name and describe their own and others' emotions, including how strong or intense they are, using a varied emotional vocabulary. • Choose and use a suitable strategy to manage a difficult emotion, worry, distraction or unhelpful thought in each situation. • ☐ Recognise when they, or someone they know, needs help, and identify a trusted adult and how to ask them for support.	• That everyone feels a wide range of emotions, and that worrying and feeling down are normal, happen to everyone, and are not in themselves a sign of a mental health problem • That change and loss — including bereavement — can bring up many different feelings, that grief is a natural response, and that everyone grieves differently and in their own time. • That there are everyday actions and strategies (such as good sleep, movement, time outdoors, time with people they care about, and calming or attention strategies) that help people manage their emotions and feel calmer, and that these get easier with practice.
<u>Autumn 2</u> Exploring ways to manage risk	• Identify the hazard or risk in a situation and judge how risky it is, for example ordering scenarios on a risk continuum, spotting safe and unsafe places to cross, or recognising hazards in the home. • Suggest practical ways to reduce or manage a risk and take some responsibility for their own safety, for example planning a safer route, following medicine instructions or firework safety rules, or avoiding a household hazard. • Recognise peer influence and use a strategy to resist pressure to take an unsafe risk (say no, suggest an alternative, give a reason to leave, use humour, or ask a trusted adult), and know who to ask for help and to keep asking until heard.	• Whether something is risky depends on the situation, the place and who is involved, that it is important to stop and think before acting, and that some risks are worth taking while others are too risky. • Smoking and vaping harm the user and others, alcohol, caffeine, medicines and household products carry risks if misused, and laws, age restrictions, safety codes and product instructions exist to reduce harm. • There is always a trusted adult or service to turn to (parent or carer, teacher, pharmacist, NHS 111, or 999 in an emergency), it is adults' responsibility to keep children safe, and reporting a concern is better than ignoring it.
<u>Spring 1</u> Forming respectful relationships	• Show kindness and include others, making someone who is left out feel welcome, and act to support someone being excluded even if they are not a close friend. • Communicate respectfully in person and online, and respond to a friendship change or disagreement by talking it through or asking for help. • Recognise bullying and peer influence, challenge or step away from it safely as an upstander, and report it to a trusted adult.	• Know what makes a friendship positive, respectful and inclusive (kindness, honesty, trust and respecting differences), and that being kind to others and to yourself supports wellbeing and self-respect. • Know that the same respect applies online as face to face, that friendships can change and be repaired, and that misunderstandings happen more easily online. • Know what bullying is (repeated, deliberate, and involving a power imbalance), the forms it takes including online, its impact on wellbeing, and the part peer influence can play.
<u>Spring 2</u> Money matters and news literacy	• Choose an appropriate way to pay, make a spending or saving decision based on budget, value and needs, and recognise and manage an influence on spending. • Recognise the emotions a news story might cause and choose a healthy way to manage challenging feelings, including talking to a trusted adult. • Use strategies to judge whether a news story or image is reliable, and ask a trusted adult to help check when unsure.	• Know where money comes from, the different ways to pay, save and keep it safe, that spending decisions should weigh budget, value and needs, and that advertising, online content and other people all influence spending. • Know that news and online content can affect how people feel, that people react differently, and that there are healthy ways to respond. • Know that not all news or online information is true, that text and images can be manipulated or invented, and that sources differ in how reliable they are.
<u>Summer 1</u>	• Recognise and name a range of feelings, including mixed feelings, linked to changes in a family, using a varied feelings vocabulary. • Suggest and explain respectful ways to manage conflict, such as staying calm, listening, taking turns, using kind words and explaining how they feel, and say why responding with aggression is never acceptable.	• Families take many different forms, yet the families that care for us share the same important features of love, care, security and commitment, and no family type is more "normal" or better than another. • Spending time together, listening and caring for one another sit at the heart of happy family life, and occasional disagreement is a normal part of being in a family.

Families and growing together	Identify who they can turn to at home, outside the family and at school if worried about a family relationship, and know to keep asking until they are heard.	Families change over time, for example through a new baby, moving home or a relative leaving; these changes can bring positive and difficult feelings at the same time, and it is always alright to ask a trusted adult for help if something at home feels worrying or unsafe.
<u>Summer 2</u> Me, my body & growing up: How will my body and emotions change as I grow up?	- Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings. - Describing some emotional changes that happen during adolescence. Communicating personal boundaries clearly (e.g. “I’m not comfortable with that”)	- Unkind or negative comments about someone’s body can affect how they feel about themselves and that it is important to treat all bodies with respect. Their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal. - As their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings). One of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle). - During a period, a small amount of blood leaves the body from the vagina each month. Periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help. - The correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam’s apple, pubic hair). - They should talk to a trusted adults if they have any worries or concerns, including around body changes and growing up. - Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. - The correct terms for private body parts, including the scrotum and nipples. - Signs that an adult may be unsafe (e.g. they are ignoring ‘no’, they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). - They can speak to more than one trusted adult if the first person does not help or take action straightaway/ They should seek help if: - Someone touches them or speaks to them in a way that feels wrong, including online. - They feel pressured to do something unsafe or that they don’t want to do, including online. - They see or hear something that worries them, even if it’s not about them, including online.

Progression of Skills

(assessment statements in **bold**)

Year 5	Key Skills	Key Knowledge
<u>Autumn 1</u> Friendship, stereotypes and bullying	- Notice when someone is being excluded, bullied or stereotyped, online or in person, and take positive action to include or support them and to challenge the behaviour safely (be an upstander). (- Communicate respectfully and work through a disagreement in a friendship, including recognising how online messages can be misread. Recognise when they or someone else needs help with a friendship, bullying, prejudice or a negative influence, and seek support from a trusted adult, continuing until they are heard.	- What makes a friendship positive and respectful (mutual respect, honesty, trust, kindness, shared interests, support), that friendships naturally change and have ups and downs, and that the same respectful behaviour is expected online as in person - What bullying is, including online bullying, that it is deliberate and repeated and involves a power imbalance, and that it can have a serious and lasting impact on a person's wellbeing. What a stereotype is, and that stereotypes, even seemingly positive ones, can be unfair, can limit people, and can lead to prejudice, discrimination or bullying.
<u>Autumn 2</u> Mental health and wellbeing	Choose and use at least one strategy to manage a difficult emotion, thought, distraction or reaction (e.g. noticing and naming, reappraisal, a sensory-focus activity, or "see, hear, move"). - Know who to go to, and how, if feelings or worries become hard to manage, and keep asking until heard	There is a wide range of emotions that differ in how pleasant and how energising they feel, and someone can feel more than one at once; experiencing worry or low mood is a normal part of life. - Noticing and naming emotions, thoughts and their triggers is the first step to managing them. - The brain changes with practice (plasticity): the more someone uses strategies to manage emotions, thoughts, distractions and reactions, the easier and more automatic it becomes, which supports wellbeing
<u>Spring 1</u> Positively engaging with our world	- Recognise and name the feelings news brings up, and manage strong or worrying emotions appropriately and proportionately. Question and check whether a news story is true before believing or sharing it, and read across more than one source. - Know who to talk to, and how to seek advice or report a concern, about something seen in the news or online	- News and online content can affect how people feel, both in the moment and over time, and people react to the same story differently. Fake news is information that is deliberately untrue, created to entertain, make money or influence what people think, and it can be harmful. - Online platforms select and target the content people see based on their data and choices, which narrows what they see and can shape their views
<u>Spring 2</u> Safe Connection	- Recognise when online behaviour feels unsafe, unkind or manipulative and know how to respond safely. Make responsible decisions about sharing information, photos and videos online while using privacy settings appropriately. - Communicate respectfully online, show empathy towards others and seek support from trusted adults when needed.	- Understand that healthy online friendships are based on kindness, respect, honesty and permission, just like offline friendships. - Know that personal information, photos and videos should only be shared carefully and that privacy settings help keep people safe. Know the steps to take if something online feels wrong: stop, block, report and tell a trusted adult.
<u>Summer 1</u> Embedding healthy habits and learning first aid	Make a situation safe and give basic first aid for a common injury or illness, including a head injury or an asthma attack, reassuring the casualty throughout - Recognise when medical help is needed and make a clear, calm call to the emergency services. - Include others and show respect in physical activity and teams: welcoming people, valuing difference, and responding to disappointment with kindness.	Regular physical activity (around 60 minutes a day) benefits both physical and mental health, and it is for everyone, whatever their body or ability. - Self-confidence and a positive sense of who you are help people take part and keep trying, and everyone deserves to be included and respected. - A head injury or an asthma attack can be serious, and certain signs mean medical help is needed straight away.
<u>Summer 2</u> Growing up: How can I manage the changes to my body and	- Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. - Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings). Describing the stages of the menstrual cycle.	- Everyone's body changes during puberty in different ways and at different times, and making comments about these changes can be unkind and harmful. - The correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles). - The stage in which an individual changes from a child to an adult is called 'puberty' and it happens over time as hormones are released into the body.

emotions as I grow up?	Challenging behaviour that crosses personal boundaries, while staying respectful and safe.	- Puberty is the process of preparing the male and female bodies for reproduction as part of the human life cycle. - Many people find the changes during puberty difficult to manage and should be supported and treated with kindness. - Good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable. How to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable. - Some simple ways to manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help). - They can seek support from a trusted adult if they have questions or concerns about their changing body, relationships or growing up. - Wet dreams and erections are natural physical changes that happen to most boys during puberty. - A wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep. - An erection is when the penis becomes firmer or harder; this is temporary, and it usually goes away on its own.
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Progression of Skills

(assessment statements in **bold**)

Year 6	Key Skills	Key Knowledge
<u>Autumn 1</u> Mental Health and wellbeing	- Recognise and name a range of emotions in themselves and others using accurate vocabulary. - Choose and apply a self-regulation strategy to manage a difficult emotion, worry or stress, including reappraising an unhelpful thought, recognising that different strategies suit different people and situations. Identify where to get help for themselves and respond supportively to someone who is experiencing loss or distress.	- Noticing and naming an emotion is the first step to managing it, and the brain gets better at this the more it is practised. - Change and loss, including bereavement, cause grief; grief is a natural response, there is no right or wrong way to grieve, and everyone experiences it differently. Everyone has trusted adults and services they can turn to (a trusted adult at home or school, Childline), and asking for support early helps.
<u>Autumn 2</u> Managing money and online spending	Critically evaluate an influence to spend (an advert, pop-up, in-game prompt or peer pressure) and decide on a responsible action before buying. - Identify who to tell and how to get help if worried about money or online spending, and keep asking until heard.	- Spending and money decisions, including money worries, can affect emotions and wellbeing in positive and negative ways. - Online platforms, games and adverts are deliberately designed to influence spending, through targeted data, in-game purchases, persuasive advertising and pressure to keep up with others. Money worries and online spending problems are not a child's fault or theirs to solve alone; trusted people and services can help, and telling someone is the responsible thing to do
<u>Spring 1</u> Developing our AI literacy	To be confirmed Autumn 2026	To be confirmed Autumn 2026
<u>Spring 2</u> Drugs education: assessing risk and managing influences	- Use medicines safely, recognise when help is needed, and know what to do in a health emergency, including calling 999. - Assess the risks of different substances and situations, recognising that risk depends on the drug, the person and the situation. Recognise influence and pressure, including peer pressure, and respond assertively, knowing how and where to seek help.	All drugs, legal and illegal, including medicines, alcohol, tobacco and vapes, affect the body and carry risks, and some substances are illegal to have, use or supply - Vaccinations help stop disease spreading by making people immune, and work best when nearly everyone is vaccinated - Media and advertising send mixed messages about tobacco, vaping and alcohol, so it matters to question sources and find reliable information.
<u>Summer 1</u> Looking to the future	- Identify their own skills and strengths and set a personal goal to develop them. Recognise career stereotypes around gender, race, disability and age, understand their impact, and challenge them. - Manage the move to secondary school: name the feelings it brings, use wellbeing strategies, and seek support.	- A job is a role you do, usually for money; a career is your whole working journey, and people often have several jobs and change direction. - A stereotype is a fixed, often wrong idea about a group; career stereotypes can limit the choices people feel are open to them, but they can be challenged. Change such as starting secondary school brings a range of feelings, all of them normal, and there are strategies and trusted sources of support to manage it
<u>Summer 2</u> Sex education: How do people become parents and carers?	Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs. - Describing how a baby is conceived and born. - Asking questions about conception and birth in a respectful and appropriate way.	Reproduction happens when a sperm and egg join together to make a baby, usually through sexual intercourse (sex). - Pregnancy begins when a fertilised egg grows in the uterus. - A baby develops in the uterus for approximately nine months. - Birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. - There are different ways people can become parents, including IVF and adoption.

		• Babies need constant care and attention. • Becoming a parent involves significant responsibility, time and support. • The legal age for sexual intercourse in the UK is 16, although many people choose to wait until they are older.
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Sex Education

	Key Skills	Key Knowledge
<u>Y4</u>	- Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings. - Describing some emotional changes that happen during adolescence. - Communicating personal boundaries clearly (e.g. "I'm not comfortable with that")	- Unkind or negative comments about someone's body can affect how they feel about themselves and that it is important to treat all bodies with respect. - Their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal. - As their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings). - One of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle). - During a period, a small amount of blood leaves the body from the vagina each month. Periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help. - The correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam's apple, pubic hair). - They should talk to a trusted adults if they have any worries or concerns, including around body changes and growing up. - Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. - The correct terms for private body parts, including the scrotum and nipples. - Signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). - They can speak to more than one trusted adult if the first person does not help or take action straightaway/ They should seek help if: - Someone touches them or speaks to them in a way that feels wrong, including online. - They feel pressured to do something unsafe or that they don't want to do, including online. - They see or hear something that worries them, even if it's not about them, including online.
<u>Y5</u>	- Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. - Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings). - Describing the stages of the menstrual cycle. - Challenging behaviour that crosses personal boundaries, while staying respectful and safe.	- Everyone's body changes during puberty in different ways and at different times, and making comments about these changes can be unkind and harmful. - The correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles). - The stage in which an individual changes from a child to an adult is called 'puberty' and it happens over time as hormones are released into the body. - Puberty is the process of preparing the male and female bodies for reproduction as part of the human life cycle. - Many people find the changes during puberty difficult to manage and should be supported and treated with kindness. - Good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable. - How to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable. - Some simple ways to manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help). - They can seek support from a trusted adult if they have questions or concerns about their changing body, relationships or growing up. - Wet dreams and erections are natural physical changes that happen to most boys during puberty. - A wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep. - An erection is when the penis becomes firmer or harder; this is temporary, and it usually goes away on its own.
<u>Y6</u>	- Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs. - Describing how a baby is conceived and born. - Asking questions about conception and birth in a respectful and appropriate way.	- Reproduction happens when a sperm and egg join together to make a baby, usually through sexual intercourse (sex). - Pregnancy begins when a fertilised egg grows in the uterus. - A baby develops in the uterus for approximately nine months. - Birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. - There are different ways people can become parents, including IVF and adoption. - Babies need constant care and attention. - Becoming a parent involves significant responsibility, time and support. - The legal age for sexual intercourse in the UK is 16, although many people choose to wait until they are older.

PSHE Vocabulary

Y1	Autumn: - Awareness, emotions, trusted adult, goals, feelings, self-regulate, Spring: - Healthy, environment, fitness, safe, balanced diet, lifestyle Summer: - Emergency, unique, marriage, co-operation, disability, equality
Y2	Autumn: - Impact, feelings, goals, budget, trusted adult, self-regulate Spring: - Choices, road safety, caring, danger, independent Summer: - Community, injury, bullying, safe, contribute, trusted adult
KS2	
Y3	Autumn: - Me, myself and belonging: - o Friendship, Kindness, Respect, Trust, Honesty, Inclusion, Belonging, Disagreement, Communication, Community - Mental Health and Wellbeing: - o Emotion, Feelings, Thoughts, Worry, Helpful, Unhelpful, Calm, Breathing, Strategy, Trusted adult Spring: - Building Healthy Habits: - o Balanced diet, Nutrition, Ingredients, Healthy choice, Variety, Sugar, Fluoride, Hygiene, Influence, Advertisement - Making choices online: - o Risk, Hazard, Safety, Consequence, Peer pressure, Choice, Emergency, Medicine, Trusted adult, Responsibility Summer: - Keeping safe out and about: - o Hazard, Risk, Safety, Pressure, Trusted adult, Emergency 999, Railway, Water safety, Sun safety - Looking out for each other: - o First aid, Emergency, Hazard, Casualty, Reassure, Allergic reaction, Safe, Location, 999, Help
Y4	Autumn: - Mental Health and Wellbeing: - o Emotion, Wellbeing, Worry, Grief, Bereavement, Resilience, Coping strategy, Calm, Support, Trusted adult - Exploring ways to manage risk: - o Hazard, Risk, Consequence, Peer pressure, Responsibility, Safety, Decision, Emergency, Trusted adult, Prevention Spring: - Forming respectful relationships - o Respect, Kindness, Inclusion, Bullying, Upstander, Friendship, Communication, Online, Trust, Peer influence - Money matters & News literacy - o Money, Budget, Spending, Saving, Value, Advertising, Influence, News, Reliable, Source Summer: - Families and growing together - o Family, Care, Commitment, Respect, Conflict, Feelings, Change, Communication, Support, Trust - Me, my body and growing up - o Puberty, Adolescence, Change, Emotions, Boundaries, Respect, Body, Period, Private parts, Trusted adult

Y5	Autumn: - Friendship, stereotypes and Bullying - o Friendship, Respect, Bullying, Upstander, Exclusion, Stereotype, Prejudice, Discrimination, Communication, Trust - Mental health and wellbeing - o Emotion, Mood, Worry, Trigger, Strategy, Reappraisal, Awareness, Resilience, Plasticity, Wellbeing Spring: - Positively engaging with the wider world - o News, Emotion, Fake news, Reliable, Source, Evidence, Influence, Algorithm, Verify, Media - Safe connection - o Privacy, Personal Information, Online Friendship, Kindness, Manipulation, Block, Report Summer: - Embedding Healthy habits & First Aid - o First aid, Emergency, Injury, Asthma, Head injury, Reassurance, Safety, Inclusion, Fitness, Wellbeing - Growing up - o Puberty, Hormones, Adolescence, Reproduction, Menstrual cycle, Uterus, Ovaries, Testicles, Hygiene, Boundaries
Y6	Autumn: - Mental Health and wellbeing - o Emotion, Self-regulation, Stress, Worry, Grief, Bereavement, Resilience, Reappraisal, Support, Wellbeing - Managing money and online spending - o Money, Spending, Budget, Influence, Advertising, Targeting, Online purchases, Peer pressure, Responsibility, Support Spring: - Developing our AI literacy - o - Drugs education - o Drugs, Medicine, Risk, Legal, Illegal, Influence, Peer pressure, Vaccination, Addiction, Emergency Summer: - Looking to the future - o Career, Job, Strengths, Goals, Stereotype, Opportunity, Transition, Secondary school, Change, Support - How people become parents: - o Reproduction, Conception, Sperm, Egg, Fertilisation, Pregnancy, Uterus, Birth, IVF, Adoption

PSHE across the school

Zones of Regulation	The Zones of Regulation framework enhances the PSHE curriculum in promoting emotional awareness and self-regulation among students. This approach groups emotions into four distinct zones—Blue, Green, Yellow, and Red—each representing different feelings and states of alertness. By helping children identify and articulate their emotions, the framework develops emotional literacy. The zones of regulations allow us to create a safe environment where students can discuss feelings, develop coping strategies, and practice problem-solving skills. This not only supports mental health but also develops social interactions and relationships. As students learn to recognise their emotional states and use appropriate tools to manage them, they become more resilient and better equipped to navigate social challenges.
Forest Schools	<u>Friendships</u> - working with their friends or making new friends during team building and other activities throughout the sessions. <u>Respecting ourselves and others</u> - One of the rules of Forest School is to respect ourselves, others and the environment. We take care to listen to each other and share our thoughts during our reflection section each session. <u>Belonging to a community</u> - the children have a close bond during their Forest School sessions this is demonstrated through co-operation required during various activities and team building challenges, empathy when helping each other out with difficult tasks and problem solving and a sense of achievement when a task is completed eg. Tying the cargo net up so that everyone can get off the ground! Forest Schools also provides the children with a greater connection with nature and all the benefits that brings. <u>Physical Health</u> -outside whatever the weather; fine and gross motor skills developed through tree climbing/using tools etc. An appreciation of the natural world and what it offers which can lead some children to increase their time spent outside when at home. <u>Well-being</u> - freedom to choose what activities they do, time spent outside in the wooded area, resilience learnt through tool use, confidence and joy gained from lighting a fire or making a wooden name tag, delight and surprise at foraged foods eg. Eating nettle crisps, drinking silver birch sap or eating elderflower fritters. New experiences. <u>Keeping safe</u> - managing risk and following rules eg. Whittling skills, using bowsaw, knot work - building assault courses. Self-regulation, knowing the safe way to make and fire a homemade bow and arrow.
ELSA	ELSA sessions are planned and led by an adult to teach and emotional literacy skill. Children will work towards a SMART target in these sessions focused around one of the following areas: Emotional awareness, Social skills, Friendship skills, Self-esteem, Emotional management
Nurture Group	Our nurture group is a school-based intervention run by two members of staff with up to twelve pupils from across the school. The aim is to replace missing early experiences by developing positive pupil relationships with both teachers and peers in a supportive environment. Effective nurture group practice follows the Six Principles of Nurture. Assessment is carried using the Boxall profile which determines which pupils would require to be in the nurture group based on their social, emotional, and mental health needs.
TALA	TALA sessions provide an emotionally safe space for children to explore their feelings and experience being heard on a deep level. TALA empowers pupils to find their own resolutions and build resilience for the future.
Social Butterflies	Social Butterflies is a social communication and interaction group. This group aims to develop the key skills needed for good social understanding such as: • turn taking • listening • clarifying • questioning • conversational skills • recognising and using non-verbal communication • develop self-awareness.



Heatherside Junior School

How we help to promote the British Values

The British Values are defined as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We promote these values through our own school values, curriculum and wider curriculum activities and whole school events and opportunities. Here are some examples

Value	How We Promote It
Democracy Links to children's values: Inclusion Teamwork and co-operation Responsibility UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.	- Elections are held for House Captains, Eco-Warriors, Well-being Ambassadors and Reading Champions. All positions are elected by children. - Class and School Charters - Children nominating and voting for House charities to support each year. - Children being actively involved in reviewing some policies, including the Anti-Bullying Policy. - Our Values were created by the children, for the children. - Curriculum work including debates and discussions, e.g Ancient Greek democracy, Yr 6 PSHE relationships. - Assembly themes - Whole school homework activities (e.g. logo competitions) - Children vote on 100 square reward treat. - Assembly / visit from local MP
The rule of law Links to the children's values: Honesty Courage Responsibility UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.	- The School and Class Charters (based on Rights, Respect, Responsibilities) - School policies on Behaviour, Anti-bullying, Health and Safety, e-Safety, - The PSHE curriculum, especially units on Drugs and Alcohol, Sex Education, and Rules. - Safety rules for the playground and during lessons, e.g. PE and Science. - Safety expectations on school trips, including water safety. - Expectations about uniform, conduct around school etc - Support from visiting speakers and outside agencies, e.g. NSPCC, Fire Service - Curriculum units including 'Justice, law and order' (Year 5) Life in Britain since 1930. - Cycling training in Year 6 - Assembly themes - Computing - online safety - age restrictions for websites and apps.
Individual liberty Links to the children's values: Kindness Courage Independence Developing confidence UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities. UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	- The School and Class Charters (based on Rights, Respect, Responsibilities) - Curriculum units e.g. Britain since 1930 (Evacuees, Jews etc) Challenging stereotypes (Year 4) - PSHE curriculum - stereotypes - all year groups - Assembly themes - Ensuring there are times where children have free choices, e.g. at playtimes, in their work, in groupings, choosing books. - PSHE lessons, including those on keeping safe on line. - Positions of responsibility, taking ownership and encouraging independence. - Step system in class provides children with reminders and opportunities for them to take responsibility for their actions/behaviours. - The school's RE curriculum - Year 6 office duty and post rounds. - Forest Schools

Mutual respect and tolerance of different faiths and beliefs

Links to children's values:

Inclusion
Sportsmanship
Friendship
Team work and Co-operation
Kindness

UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

- School expectations, behaviour policy and values. The school has a very positive ethos and strong community where all children are included and valued.
- Assembly themes
- The RE curriculum - the cycle of learning (contextualise, evaluate, apply, communicate)
- The School and Class Charters (based on Rights, Respect, Responsibilities)
- House Teams encourage mutual respect and positive team work
- Curriculum focus units, e.g. within texts, challenging prejudice
- Links with local church and other community groups
- Mix-up mornings which foster respect, co-operation and enjoyment
- Values Cup
- Young Leaders - supporting and including younger pupils
- French taught through the school
- The PSHE curriculum, sports events
- Sports Day, Pancake Race etc to promote team building and mutual support
- Forest Schools
- Use of Let's Think in English lessons and texts e.g. Milo, The Present and Wild.
- Recommended Reads
- Library Displays