

Relationships, Sex and Health Education Curriculum Progression



Creativity



Challenge



Community



EYFS – Long term plan for PHSE

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Being me in my world. Being in a classroom Understanding feelings	Celebrating differences Identifying talents Being special Families	Dreams and goals Challenges Perseverance Goal-setting	Healthy me Exercising bodies Physical activity Healthy food	Relationships Family life Friendships Breaking friendships	Changing me Bodies Respecting my body Growing up
Reception	Being me in my world. Rights and responsibilities Self- identity	Celebrating differences Where we live Standing up for yourself Making friends	Dreams and goals Overcoming obstacles Seeking help Jobs Achieving goals	Healthy me Sleep Keeping clean Safety	Relationships Falling out Dealing with bullying Being a good friend	Changing me Growth and change Fun and fears Celebrations

Whole School Curriculum Map

Relationships
 Living in the wider world.
 Health and well being



Subject Area: PSHE long term plan.

	Autumn 1 Relationships	Autumn 2 Relationships	Spring 1	Spring 2	Summer 1	Summer 2
Y1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Y2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Y3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Y4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can friends communicate safely?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Y5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How will we grow and change?	How can drugs common to everyday life affect health?	What jobs would we like?

Y6	How can we keep healthy as we grow?	How can we keep healthy as we grow?	How can the media influence people?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?	What will change as we become more independent? How do friendships change as we grow?
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Overarching Concepts

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) and **safety** (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
- **Career** (including enterprise and economic understanding).

PSHE education makes a significant contribution to the development of a wide range of essential skills.

Essential Skills		
The <u>intrapersonal</u> skills required for self-management	The <u>interpersonal</u> skills required for positive relationships in a wide variety of settings	The skills of <u>enquiry</u>
<ul style="list-style-type: none"> • Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers’ behaviour) • Learning from experience to seek out and make use of constructive feedback • Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) • Making decisions (including knowing when to be flexible) • Recognising some of the common ways our brains can ‘trick us’ or ‘trap us’ in unhelpful thinking (including generalisation, distortion 	<ul style="list-style-type: none"> • Active listening • Empathy • Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) • Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience) 	<ul style="list-style-type: none"> • Formulating questions • Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) • Analysis (including separating fact from opinion) • Planning and deciding • Recalling and applying knowledge creatively and in novel situations • Drawing and defending conclusions using evidence and not just assertion • Identification, assessment (including prediction) and management of risk

<p>events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <ul style="list-style-type: none"> • Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) • Self-regulation (including managing strong emotions e.g. negativity and impulse) • Recognising and managing the need for peer approval • Self-organisation (including time management) 	<p>and compromise)</p> <ul style="list-style-type: none"> • Recognising and utilising strategies for managing pressure, persuasion and coercion • Responding to the need for positive affirmation for self and others 	<ul style="list-style-type: none"> • Evaluating social norms • Reviewing progress against objectives
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Key Stages 1 and 2

During Key Stages 1 and 2 learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Core Theme for Autumn: Relationships

Suggested Programme of Study for Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Notes & Guidance: Core Theme Autumn – Relationships

Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <p><i>Year 1:</i></p> <ul style="list-style-type: none"> • to communicate their feelings to others, to recognise how others show feelings and how to respond • to recognise how their behaviour affects other people • to identify and respect the differences and similarities between people • that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say <p><i>Year 2:</i></p> <ul style="list-style-type: none"> • the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to offer constructive support and feedback to others • that there are different types of teasing and bullying, that these are wrong and unacceptable • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p><i>Year 3:</i></p> <ul style="list-style-type: none"> • to recognise and manage ‘dares’ • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. • to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage <p><i>Year 4:</i></p> <ul style="list-style-type: none"> • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) • the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ <p><i>Year 5:</i></p> <ul style="list-style-type: none"> • to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view • to recognise and challenge stereotypes • to work collaboratively towards shared goals

	<p><i>Year 6:</i></p> <ul style="list-style-type: none">• to recognize and respond appropriately to a wider range of feelings in others• that their actions affect themselves and others• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)• to judge what kind of physical contact is acceptable or unacceptable and how to respond
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Core Theme for Spring: Health and wellbeing

Suggested Programme of Study for Health and wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, such as puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Notes & Guidance: Core Theme <u>Spring</u> - Health and wellbeing	
Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <p><i>Year 1:</i></p> <ul style="list-style-type: none"> • to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences • about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings 	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p><i>Year 3:</i></p> <ul style="list-style-type: none"> • school rules about health and safety, basic emergency aid procedures, where and how to get help • about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement

- rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)
- that household products, including medicines, can be harmful if not used properly
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

Year 2:

- what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- about the process of growing from young to old and how people's needs change
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- the importance of and how to maintain personal hygiene
- how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- the importance of protecting personal information, including passwords, addresses and images

Year 4:

- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people

Year 5:

- to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
- what is meant by the term 'habit' and why habits can be hard to change
- to differentiate between the terms, 'risk', 'danger' and 'hazard'
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- that bacteria and viruses can affect health and that following simple

routines can reduce their spread

Year 6:

- what positively and negatively affects their physical, mental and emotional health (including the media)
- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others

May be more suited to summer term

- how their body will change as they approach and move through puberty
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- about human reproduction

Core Theme for **Summer**: Living in the wider world – Economic wellbeing and being a responsible citizen

Suggested Programme of Study for living in the wider world

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

*It is important to read this section alongside any guidance produced by citizenship education organisations such as the [Association for Citizenship Teaching](http://www.citizenship.org.uk).

Notes & Guidance: Core Theme <u>Summer</u> - Living in the wider world	
Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <p><i>Year 1:</i></p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • to help construct, and agree to follow, group and class rules and to understand how these rules help them • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • what improves and harms their local, natural and built environments and about some of the ways people look after them <p><i>Year 2:</i></p> <ul style="list-style-type: none"> • that they belong to various groups and communities such as family and school • that money comes from different sources and can be used for different purposes, including the concepts of spending and saving • about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences se choices 	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p><i>Year 3:</i></p> <ul style="list-style-type: none"> • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing <p><i>Year 4:</i></p> <ul style="list-style-type: none"> • to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities • to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • to explore and critique how the media present information <p><i>Year 5:</i></p> <ul style="list-style-type: none"> • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • about enterprise and the skills that make someone 'enterprising'

	<p><i>Year 6:</i></p> <ul style="list-style-type: none">• to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom• to think about the lives of people living in other places, and people with different values and customs• what being part of a community means, and about the varied institutions that support communities locally and nationally
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