
High View Primary School



Opportunities to Thrive

PSHE

Personal, Social, Health and Economic Education Policy

Spring 2026

Date of review: Spring 2028

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Rationale

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise' – Secretary of State Foreword from DfE.

This document details how Relationships and Health Education is taught at High View. Details for how the Relationships and Sex Education (RSE) curriculum will be taught can be found in the school's RSE policy.

Subject content relating to Relationships Education and Health Education is vast and reaches all areas of school life, therefore, this policy should be read in conjunction with the following policies:

Child protection and Safeguarding, Healthy Schools, Curriculum, Online-safety, Behaviour, Inclusion, RE, Anti-bullying, Collective Worship, and Educational Visits.

Definition

PSHE - Personal, Social, Health and Economic Education, Relationships Education and Health Education. This develops an understanding of the world we live in, human emotions, keeping healthy and economic awareness.

Relationships Education - (Statutory definition) teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The school values the views of parents and carers and is committed to working in partnership when developing and reviewing the PSHE and Relationships Education and Health Education curriculum. Parents are consulted through a range of methods, including questionnaires and surveys to gather feedback, information meetings and workshops to explain curriculum content, and opportunities to review draft policies and resources. Feedback from parents is carefully considered and used to inform curriculum planning and policy development. Parents are also encouraged to share their views through ongoing communication with class teachers and senior leaders, ensuring that parent voice remains an important part of the PSHE, Relationships Education and Health Education provision.

Aims

At High View, Relationships Education is taught mainly through the high quality and comprehensive PSHE, Relationships Education and Health Education curriculum. However; P.E, Science, Computing, D.T and other subjects also support the teaching and learning requirements as prescribed in the guidance. Each lesson and topic will be catered and refined to benefit the needs of our children in our community.

PSHE, Relationship Education and Health Education contributes directly to the school's safeguarding culture, including anti-bullying, online-safety and positive relationships.

The aims of PSHE, Relationships Education and Health Education at High View are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The PSHE lead and SLT will monitor teaching and outcomes through lesson visits, planning scrutiny and pupil voice. Governors will review the policy annually to ensure it remains compliant and effective. PSHE, Relationship Education and Health Education will promote equality and diversity in line with the Equality Act 2010, ensuring pupils learn about protected characteristics.

Statutory requirements

At High View, we follow the DfE guidance to shape the main topics of our PSHE, Relationships Education and Health Education curriculum.

Below are the statutory topics children will learn at High View. See Appendix B for an overview of what this looks like for each year group at High View.

- ***Families and people who care for me***

Which includes children learning about different relationships, healthy family life, stable relationships, recognising when they feel safe and unsafe and marriage and civil partnership (including both opposite and same sex marriage).

- **Caring friendships**

Which includes how to make and maintain happy and healthy friendships, recognising when they feel safe and unsafe, understanding friendships and emotions and the characteristics of good friendships.

- **Respectful relationships**

Which includes the importance of respecting others, how to improve or support respectful relationships, manners, self-respect, expect to be treated with respect by others, understanding respecting authority, permission-seeking and what a stereotype is.

- **Online relationships**

Which includes understanding how to keep safe online, how to tell facts from fiction, being aware of online friendships, how data is shared online and risks of online gambling.

- **Being safe**

Which includes understanding boundaries, concept of privacy, their body belongs to them, safe and unsafe physical contact, the PANTS rule, basic first aid, how to recognise and report feelings of being unsafe, understanding vocabulary of abuse and how to recognise and report it for themselves and others and where to get advice.

For more detailed information about the learning under each topic, see appendix 1 or follow this link to the DfE website: [By the end of primary statutory guidance DfE](#)

Despite PSHE, Relationships Education and Health Education being a non-statutory subject, to support all our young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. Upon statutory guidance that came into effect from September 2026, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies 'to promote the wellbeing of pupils at the school', we have revised the following curriculum subjects:

1. Relationships and sex education (RSE)
2. Health education

Both of these statutory elements fall under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

Curriculum

Alongside the statutory requirements in PSHE, Relationships Education and Health Education, children at High View will also be building an understanding of themselves in our Health and Wellbeing topics. These will involve learning about how to keep healthy, personal hygiene, maintaining a healthy balanced diet and how to take care of their mental wellbeing.

The knowledge and attributes gained through the PSHE curriculum will support each pupil's wellbeing and attainment, helping them to become confident, successful adults who make a meaningful contribution to society. Pupils will leave High View with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

In addition to academic subject matter, pupils are encouraged to take part in a wide range of activities and experiences beyond the curriculum, contributing fully to the life of the school and community.

Delivery

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care about me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe
- Living in the Wider World
- Basic First Aid

These topics are covered throughout both Key Stage One and Key Stage Two, with linking Early Years targets being taught in line with school themes. Throughout their learning, children develop key concepts to further their understanding of relationships and how to keep themselves safe and healthy.

Our PSHE, Relationships Education and Health Education is taught in allocated 45 minutes – 1 hour sessions once a week. However, as PSHE, Relationships Education and Health Education includes the teaching of fundamental skills for day to day life, circle times, class assemblies and reflection times can also be used to cover needs as they arise to support the development of children within our school.

We ensure the curriculum is broad and balanced by following the guidance and schema from the PSHE Association and Kapow learning. This enables us to tailor the PSHE, Relationships

Education and Health Education curriculum to meet the specific needs within our school community.

Teachers will follow the school's safeguarding protocols when disclosures arise, ensuring concerns are logged and escalated in line with the Child Protection and Safeguarding Policy.

Roles and responsibilities

The governing board

The governing board will approve the PSHE, Relationships Education and Health Education policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE, Relationships Education and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

Staff

Staff are responsible for:

- Planning and delivering PSHE, Relationships Education and Health Education in a sensitive way, ensuring all learning environments are 'safe'
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Planning baseline assessments to review prior learning and clearly view outcomes
- Responding to the needs of individual pupils
- Responding appropriately to questions or queries from pupils or parents regarding topics within the PSHE, Relationships Education and Health Education curriculum that may be sensitive.

'Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.'

DfE [Statutory guidance Relationships Education \(Primary\)](#) (September 2026))

It is important that staff delivering PSHE, Relationships Education and Health Education work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE, Relationships Education and Health Education.

Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses.

Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

Meeting the Needs of SEND Pupils

PSHE, Relationship Education and Health Education lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. The school will ensure the curriculum is accessible to all pupils, in line with the Equality Act 2010 and the SEND Code of Practice (2015).

Parental Accessibility

Parents may view curriculum materials upon request and through access to the subject progression map on the school's website. Parents will have access to example lesson plans and teaching resources upon request, ensuring transparency and trust.

PSHE, Relationships Education and Health Education Lead

The subject leader for PSHE, Relationships Education and Health Education is responsible for monitoring the teaching and learning of PSHE, Relationships Education and Health Education alongside the Senior Leadership Team. Providing much valued updates to ensure that our pupils receive the very best PSHE and Relationships Education and Health Education.

Rights to withdraw

On entry to the school, parents are invited to read the PSHE, Relationships Education and Health Education policy, including specific references to our additional Sex Education provision within PSHE, Relationships Education and Health Education. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or

cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents, who we regularly keep informed about content of the sex education programme and who are invited to view resources and address any questions or issues they have in relation to the content of these additional lessons.

From September 2020 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum. If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher. Alternative work will be given to pupils who are withdrawn from sex education.

Appendix A - DfE Statutory Guidance

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> · That families are important for children growing up because they can give love, security and stability · The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives · That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care · That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

	<ul style="list-style-type: none"> ·That marriage and civil partnerships represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong · How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<ul style="list-style-type: none"> ·How important friendships are in making us feel happy and secure, and how people choose and make friends ·The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ·That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ·That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ·How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<p>Respectful relationships</p>	<ul style="list-style-type: none"> ·The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ·Practical steps they can take in a range of different contexts to improve or support respectful relationships ·The conventions of courtesy and manners ·The importance of self-respect and how this links to their own happiness ·That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ·About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ·What a stereotype is, and how stereotypes can be unfair, negative or destructive ·The importance of permission-seeking and giving in relationships with friends, peers and adults

Appendix B - PSHE Progression Map at High View 2026

Black writing = Disciplinary knowledge

Blue writing = Substantive knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn: Families and Relationships	<ul style="list-style-type: none"> - Understand why we love our family and that they are all special. - Identify people that are special to you. - The importance of sharing. - Understanding I am a valuable person. - Understanding it is ok to like different things to others. - Exploring how I see myself. - Exploring diversity. - What makes a good friend. - Being a good friend. 	<ul style="list-style-type: none"> - Exploring how families are different from each other. - How friendship issues can be overcome. - Exploring friendly behaviours. - Recognising how others show their feelings. - Identifying ways we can care for others when they are sad. - Exploring the ability to successfully work with different people. 	<ul style="list-style-type: none"> - Understanding ways to show respect for different families. - Understanding that families offer love, care and support. - Understanding difficulties in friendships and discussing action that can be taken. - Learning how other people show their feelings and how to respond to them. - Exploring the conventions of manners in different situations. - Exploring how loss and change can affect us. 	<ul style="list-style-type: none"> - Learning that problems can occur in families and that there is help available if needed. - Exploring ways to resolve friendship problems. - Developing an understanding of the impact of bullying and what to do if bullying occurs. - Identifying who I can trust. - Learning about the effects of non-verbal communication. - Exploring the negative impact of stereotyping. 	<ul style="list-style-type: none"> - Using respectful language to discuss different families. - Exploring physical and emotional boundaries in friendships. - Exploring how my actions and behaviour can affect other people. - Discussing how to help someone who has experienced a bereavement. 	<ul style="list-style-type: none"> - Identifying ways families might make children feel unhappy or unsafe. - Exploring the impact that bullying might have. - Exploring issues that might be encountered in friendships and how these might impact the friendship. - Exploring and questioning the assumptions we make about people based on how they look. - Exploring our positive attributes and being proud of these (self-respect). 	<ul style="list-style-type: none"> - Identifying ways to resolve conflict through negotiation and compromise. - Discussing how and why respect is an important part of relationships. - Identifying ways to challenge stereotypes. - Exploring the process of grief and understanding that it is different for different people.
	<ul style="list-style-type: none"> - Talking about my family. - Knowing what it means to be a valued person. - Why I should share with others. - Liking different things is ok. - To share my interests with others. - Think about similarities and differences. - Characteristics of a good friend. - Importance of being a good friend. 	<ul style="list-style-type: none"> - Understand that families look after us. - Know some words to describe how people are related (e.g. aunt, cousin, etc.) - That some information about me and my family is personal. - Some characteristics of a positive friendship. - To understand that friendships can have problems but that these can be overcome. - That it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. 	<ul style="list-style-type: none"> - That families can be made up of different people. - That families may be different to my family. - Some problems which might happen in friendships. - Some problems in friendships might be more serious and need addressing. - Ways people show their feelings. - What good manners are. - Some stereotypes related to jobs. - There are ways we can remember people or events. 	<ul style="list-style-type: none"> - Know that I can talk to trusted adults or services such as Childline if I experience family problems. - Bullying can be physical or verbal. - That bullying is repeated, not a one-off event. - Violence is never the right way to solve a friendship problem. - Trust is being able to rely on someone and it is an important part of relationships. - To know the signs of a good listener. - There are similarities and differences between people. - Some stereotypes related to age. 	<ul style="list-style-type: none"> - Families are varied in the UK and across the world. - The different roles related to bullying including the victim, bully and bystander. - Everyone has the right to decide what happens to their body. - Courtesy and manners which are expected in different scenarios. - Some stereotypes related to disability. - Bereavement describes the feeling someone might have after someone dies or following another big change in their lives. 	<ul style="list-style-type: none"> - Marriage is a legal commitment and a choice people can make. - If I have a problem, I can call ChildLine on 0800 1111. - What attributes and skills make a good friend. - What might lead to someone bullying others. - What action a bystander can take when they see bullying. - That positive attributes are the good qualities that someone has. - Stereotypes can be unfair, negative and destructive. - Discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. 	<ul style="list-style-type: none"> - Conflict is a disagreement or argument and can occur in friendships. - Concepts of negotiation and compromise. - What respect is. - Everyone deserves respect but respect can be lost. - Stereotypes can lead to bullying and discrimination. - Loss and change can cause a range of emotions. - Grief is the process people go through when someone close to them dies.
Spring 1: Health and Wellbeing	<ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Explore coping strategies to help regulate emotions. - Learning the appropriate language to describe appropriate emotions. - Understand facial expressions. - What is exercise. - What is meditation and relaxation. - Looking after myself. - Eating healthily. 	<ul style="list-style-type: none"> - Learning how to wash my hands properly. - Learning how to deal with an allergic reaction. - Exploring positive sleep habits. - Exploring two different methods of relaxation: progressive muscle relaxation and laughter. - Exploring health-related jobs and people who help look after our health. - Identifying personal strengths and qualities. - Identifying different ways to manage feelings. 	<ul style="list-style-type: none"> - Exploring the effect that food and drink can have on my teeth. - Exploring some of the benefits of exercise on body and mind. - Exploring some of the benefits of a healthy, balanced diet. - Suggesting how to improve an unbalanced meal. - Learning breathing exercises to aid relaxation. - Exploring strategies to manage different emotions. - Developing empathy. - Identifying personal goals and how to work towards them. - Exploring the need for perseverance and developing a growth mindset. - Developing an understanding of self-respect. 	<ul style="list-style-type: none"> - Discussing why it is important to look after my teeth. - Learning stretches that can be used for relaxation. - Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. - Exploring my own identity through the groups I belong to. - Identifying my strengths and exploring how I use them to help others. - Being able to break down a problem into smaller parts to overcome it. 	<ul style="list-style-type: none"> - Developing independence in looking after my teeth. - Identifying what makes me feel calm and relaxed. - Learning visualisation as a tool to aid relaxation. - Exploring how my skills can be used to undertake certain jobs. - Explore ways we can make ourselves feel happy or happier. - Developing the ability to appreciate the emotions of others in different situations. - Learning to take responsibility for my emotions by knowing that I can control some things but not others. - Developing a growth mindset. 	<ul style="list-style-type: none"> - Developing independence for protecting myself in the sun. - Understanding the relationship between stress and relaxation. - Considering calories and food groups to plan healthy meals. - Developing greater responsibility for ensuring good quality sleep. - Taking responsibility for my own feelings. 	<ul style="list-style-type: none"> - Considering ways to prevent illness. - Identifying some actions to take if I am worried about my health or my friends' health. - Identifying a range of relaxation strategies and situations in which they would be useful. - Exploring ways to maintain good habits. - Setting achievable goals for a healthy lifestyle. - Exploring my personal qualities and how to build on them. - Developing strategies for being resilient in challenging situations.

	<ul style="list-style-type: none"> - Identify and moderate their own feelings socially and emotionally. - ELG: Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Use adjectives to describe my feelings. - Use and understand other peoples facial expressions to express and recognise emotions. - How to moderate behaviour socially and emotionally. - Rainbow diet. - Importance of eating healthy. - Why I need to look after my body and mind. - Strategies for mental and physical health - Yoga and meditation. - How exercise affects my body parts. 	<ul style="list-style-type: none"> - We can limit the spread of germs by having good hand hygiene. - The five S's for sun safety: slip, slop, slap, shade, sunglasses. - Certain foods and other things can cause allergic reactions in some people. - Sleep helps my body to repair itself, to grow and restores my energy. - Strengths are things we are good at. - Qualities describe what we are like. - The words to describe some positive and negative emotions. 	<ul style="list-style-type: none"> - Food and drinks with lots of sugar are bad for our teeth. - The importance of exercise to stay healthy. - The balance of foods we need to keep healthy. - Breathing techniques can be a useful strategy to relax. - We can feel more than one emotion at a time. - A growth mindset means being positive about challenges and finding ways to overcome them. 	<ul style="list-style-type: none"> - Ways to prevent tooth decay. To understand the positive impact relaxation can have on the body. - Different food groups and how much of each of them we should have to have a balanced diet. - The importance of belonging. - What being lonely means and that it is not the same as being alone. - What a problem or barrier is and that these can be overcome. 	<ul style="list-style-type: none"> - Key facts about dental health. - Visualisation means creating an image in our heads. - Different job roles need different skills and so some roles may suit me more than others. - It is normal to experience a range of emotions. - Mental health refers to our emotional wellbeing, rather than physical. - Mistakes can help us to learn. - Who can help if we are worried about our own or other people's mental health. 	<ul style="list-style-type: none"> - Risks of sun exposure. - Relaxation stretches can help us to relax and de-stress. - Calories are the unit that we use to measure the amount of energy certain foods give us. - What we do before bed can affect our sleep quality. - What can cause stress. - That failure is an important part of success. 	<ul style="list-style-type: none"> - Vaccinations can give us protection against disease. - Changes in the body could be possible signs of illness. - A number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). - A habit is a behaviour that we often do without thinking and that we can have good and bad habits. - A number of factors contribute to my mental health (diet, exercise, rest/relaxation). - The effects technology can have on mental health.
Spring 2: Safety and the Changing Body	<ul style="list-style-type: none"> - Why we have rules. - How to be persistent when facing challenges. - How to use coping strategies. - Road safety. 	<ul style="list-style-type: none"> - Practising what to do if I get lost. Identifying hazards that may be found at home. - Understanding people's roles within the local community that help keep us safe. - Learning what is and is not safe to put in or on our bodies. - Practising making an emergency phone call. 	<ul style="list-style-type: none"> - Discussing the concept of privacy. - Exploring ways to stay safe online. - Learning how to behave safely near the road and when crossing the road. - Exploring what people can do to feel better when they are ill. - Learning how to be safe around medicines. 	<ul style="list-style-type: none"> - Exploring ways to respond to cyberbullying or unkind behaviour online. - Developing skills as a responsible digital citizen. - Identifying unsafe things people might do near roads unsafe. - Beginning to recognise unsafe digital content. - My role in an emergency. - How to help if someone is stung/bitten. - How to stay safe on the roads. 	<ul style="list-style-type: none"> - Discussing how to seek help if I need to. - Exploring what to do if an adult makes me feel uncomfortable. - Learning about the benefits and risks of sharing information online. - Discussing the benefits of being a non-smoker. - Discussing some physical and emotional changes during puberty. - Learning how to help someone who is having an asthma attack. 	<ul style="list-style-type: none"> - Developing an understanding of how to ensure relationships online are safe. - Learning to make 'for' and 'against' arguments to help with decision making. - Learning about the emotional changes during puberty. - Identifying reliable sources of help with puberty. - Learning about how to help someone who is bleeding. 	<ul style="list-style-type: none"> - Developing an understanding about the reliability of online information. - Exploring online relationships including dealing with problems. - Discussing the reasons why adults may or may not drink alcohol. - Discussing problems which might be encountered during puberty and using knowledge to help. - Learning how to help someone who is choking. - Placing an unresponsive patient into the recovery position.
	<ul style="list-style-type: none"> - Coping strategies to help me in difficult/new situations. - To appropriately work together with others to solve problems. - To understand and follow rules. - How to be safe on/near the road. 	<ul style="list-style-type: none"> - Some types of physical contact are never appropriate. - What to do if I get lost. - That a hazard is something which could cause an accident or injury. - Some things are unsafe to put onto or into my body and to ask an adult if I am not sure. - An emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. - Emergency services are the police, fire service and the ambulance service. 	<ul style="list-style-type: none"> - Know the PANTS rule. - I should tell an adult if I see something that makes me uncomfortable online. - Differences between secrets and surprises. - Rules for crossing the road safely. - That medicine can help us when we are ill. - We should only take medicines when a trusted adult says we can. - The names of parts of my body, including private parts. 	<ul style="list-style-type: none"> - Cyberbullying is bullying which takes place online. - Signs that an email might be fake. - Rules for being safe near roads. - Supporting a medical emergency. - Recognising someone is in pain/uncomfortable. - Explaining rules for road safety. 	<ul style="list-style-type: none"> - Risks to sharing things online. - The difference between private and public. - The risks associated with smoking tobacco. - Physical changes to both male and female bodies as people grow from children to adults. - Asthma is a condition that causes the airways to narrow. - Differences between secrets and surprises. - Change is part of growing up. 	<ul style="list-style-type: none"> - Steps to take before sending a message online (using the THINK mnemonic). - Some of the possible risks online. - Strategies I can use to overcome pressure from others and make my own decisions. - The process of the menstrual cycle. - Names of the external sexual parts of the body and the internal reproductive organs. - Puberty happens at different ages for different people. - How to assess a casualty's condition. 	<ul style="list-style-type: none"> - Online relationships should be treated in the same way as face to face relationships. - Where to get help with online problems. - Risks associated with drinking alcohol. - How a baby is conceived and develops. - How to conduct a primary survey (using DRSABC).
Summer 1: Citizenship	<ul style="list-style-type: none"> - Recognising why rules are necessary. - Discussing how to meet the needs of different pets. - Exploring the differences between people. - Recognising the groups that we belong to. 	<ul style="list-style-type: none"> - Recognising why rules are necessary. - Identifying positives and negatives about the school environment. - Learning how to discuss issues of concern to me. - Recognising the importance of looking after the school environment. 	<ul style="list-style-type: none"> - Explaining why rules are in place. - Identifying positives and negatives about the school environment. - Learning how to discuss issues of concern to me. - Recognising the importance of looking after the school environment. 	<ul style="list-style-type: none"> - Exploring how children's rights help them and other children. - Considering the responsibilities that adults and children have to maintain children's rights. - Discussing ways we can make a difference to recycling rates at home/school. - Identifying local community groups and discussing how these 	<ul style="list-style-type: none"> - Discussing how we can help to protect human rights. - Identifying ways items can be reused. - Explaining why reusing items is of benefit to the environment. - Identifying the benefits different groups bring to the local community. - Discussing the positives diversity 	<ul style="list-style-type: none"> - Explaining why reducing the use of materials is positive for the environment. - Discussing how rights and responsibilities link. - Exploring the right to a freedom of expression. - Identifying the contribution people make to the community and how this is recognised. 	<ul style="list-style-type: none"> - Learning about environmental issues relating to food. - Discussing how education and other human rights protect us. Identifying causes that are important to us. - Discussing how people can influence what happens in parliament. - Discussing ways to challenge

			<ul style="list-style-type: none"> - Identifying ways to help look after the school environment. - Recognising the contribution people make to the local community. 	support the community.	brings to a community.	<ul style="list-style-type: none"> - Developing an understanding of how parliament and Government work. - Identifying ways people can bring about change in society. 	<ul style="list-style-type: none"> - prejudice and discrimination. - Identifying appropriate ways to share views and ideas with others.
	<ul style="list-style-type: none"> - To know the rules in school. - That different pets have different needs. - Needs of younger children and that these change over time. - Voting is a fair way to make a decision. - Understanding that people are all different. 	<ul style="list-style-type: none"> - Some of the different places where rules apply. - Some rules are made to be followed by everyone and are known as 'laws'. - Some of the jobs people do to look after the environment in school and the local community. - How democracy works in school through the school council. - That everyone has similarities and differences. 	<ul style="list-style-type: none"> - To understand the UN Convention on the Rights of the Child. - How recycling can have a positive impact on the environment. - That the local council is responsible for looking after the local area. - Elections are held where adults can vote for local councillors. - Consequences of breaking rules. - The role of charities in the community. 	<ul style="list-style-type: none"> - Human rights are specific rights that apply to all people. - Some of the people who protect our human rights such as police, judges and politicians. - Reusing items is of benefit to the environment. - That councillors have to balance looking after local residents and the needs of the council. - There are a number of groups that make up the local community. 	<ul style="list-style-type: none"> - What happens when someone breaks the law. - To understand the waste hierarchy. - Parliament is made up of the House of Commons, the House of Lords and the Monarch. - Parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. - A pressure group is a group of people who feel very strongly about an issue and want to see something change. 	<ul style="list-style-type: none"> - Education is an important human right. - Our food choices can affect the environment. - The prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. - Prejudice is making assumptions about someone based on certain information. - Discrimination is treating someone differently because of certain factors. 	
Summer 2: Economic Wellbeing	<ul style="list-style-type: none"> - Exploring what money is used for. - Discussing how to keep money safe. - Discussing what to do if we find money. - Exploring choices people make about money. - Developing an understanding of how banks work. - Listening to descriptions of professions. - Thinking about questions they would like to ask others about their job. - Describing what different people do in their jobs. 	<ul style="list-style-type: none"> - Explaining adult money sources. - Identifying whether something is a want or need. - Comparing and contrasting 'wants' and 'needs'. - Identifying the main features of bank account cards. - Exploring personal skills and talents. - Exploring the reasons why people choose certain jobs. - Identifying some ways that can make an environment inclusive and fair. - Reflecting on the importance of individuality and diversity. 	<ul style="list-style-type: none"> - Considering the pros and cons of payment methods. - Contemplating budgeting benefits. - Planning and calculating within a budget. - Discussing attitudes and feelings about money. - Developing empathy in financial situations. - Handling negative financial emotions. - Making ethical spending decisions. - Assessing the impact of spending choices. - Reflecting on future careers based on goals. - Challenging and understanding workplace stereotypes. - Ranking factors influencing job choices. 	<ul style="list-style-type: none"> - Recognising value for money. - Understanding differing opinions on spending. - Recognising how to track money spent and saved. - Understanding reasons for using a bank. - Exploring how to safeguard money effectively. - Identifying influences on job choices. - Understanding careers can change. - Challenging workplace stereotypes. 	<ul style="list-style-type: none"> - Discussing money risks and management. - Making and prioritising budgets. - Discussing money's role in career choices. - Assessing loan and borrowing responsibilities and suitability. - Implementing money-safeguarding strategies. - Navigating emotional implications in financial situations. - Seeking guidance for financial dilemmas. - Integrating factors to inform career decisions. 	<ul style="list-style-type: none"> - Developing emotional intelligence related to financial matters. - Applying coping strategies for managing financial emotions. - Assessing risks in both physical and digital financial environments. - Implementing safeguarding measures for money in real-world scenarios. - Adapting to financial changes associated with transitioning to secondary school. - Practising budgeting and career planning skills. - Preparing personally for financial and career changes in secondary school. Identifying different forms of gambling and understanding their risks. - Applying responsible gambling attitudes in real-world situations. - Recognising various workplace environments and their characteristics. - Collaborating and communicating effectively in a simulated workplace setting. - Identifying career options in multiple sectors. - Evaluating the suitability of different career paths. - Aligning career options with personal interests and strengths. 	
	<ul style="list-style-type: none"> - Why people use money and its role in our lives. - That coins and notes have different values. - Some of the ways children may receive money. - It is wrong to steal money. - Money is valuable and needs to be taken care of to avoid losing or 	<ul style="list-style-type: none"> - Some adults earn money by having a job. - Basic needs for survival. - What a bank account is. - What a bank account card is used for. - What a skill or talent is. - Different jobs require different skills. 	<ul style="list-style-type: none"> - Pros and cons of different payment methods. - Reasons for spending money. - The benefits of budgeting. - The emotional impact of money. - Societal and environmental impact of spending choices. - Range of jobs and opportunities available. 	<ul style="list-style-type: none"> - How to determine value for money. - Factors influencing buying decisions. - Importance of monitoring and tracking money. - Role and features of bank accounts. - Methods for safeguarding 	<ul style="list-style-type: none"> - Principles of budgeting and its consequences. - Concept of income, expenditure, and informed spending. - The responsibilities and consequences of borrowing money. - Risks and strategies for safeguarding money. 	<ul style="list-style-type: none"> - Identify emotions linked to money. - How money affects feelings and behaviour. - Learn healthy ways to cope with feelings about money. - Identify risks to money safety in both physical and digital environments. 	

		<p>damaging it.</p> <ul style="list-style-type: none"> - Money should be stored in a safe place, such as a piggy bank or a wallet, to keep it secure. - Not show or give money to strangers and should only trust trusted adults with their money. - Be mindful when handling money in public, keeping it hidden and not displaying it openly. - Seek adult assistance, particularly from parents or guardians, when they need help in handling or storing money safely. - Banks are places where we can store our money. - Some jobs in school. - Everyone has different strengths in and out of school. - Different jobs need different skills. 	<ul style="list-style-type: none"> - The concept of saving money and understanding its benefits for future goals or things they want to buy. - Difference between a 'want' and 'need'. - Why diversity and inclusion are important in workplaces. 	<ul style="list-style-type: none"> - What job stereotypes are. - Individual talents should guide career choices. - Anyone can aspire to any career. 	<p>money.</p> <ul style="list-style-type: none"> - The likelihood of job or career changes. - How to challenge workplace stereotypes. 	<ul style="list-style-type: none"> - Emotional responses to various money situations. - Factors influencing career decisions. - The impact of education and interests on career paths. - The effects and challenges of workplace stereotypes. 	<ul style="list-style-type: none"> - Methods to safeguard money physically and digitally. - Apply understanding to real-world scenarios to take appropriate safeguarding actions. - Changes in financial responsibilities when transitioning to secondary school. - Learn budgeting and career planning skills. Relate these changes to personal preparation for secondary school. - Gambling is and identify its different forms. - Recognise risks and consequences associated with gambling. - Develop responsible attitudes towards gambling and apply this understanding to real-world scenarios. - Different types of workplace environments and their characteristics. - Importance of teamwork, communication, and career roles within a workplace. - Various career routes in multiple sectors and their educational and skill requirements. - Pros and cons of different career paths. - Relate career options to personal interests and strengths. <p>Identity</p> <ul style="list-style-type: none"> - Discussing the factors that make our 'identity'. - Recognising the difference between how we see ourselves and how others see us. - Exploring how the media might influence our identity. - Identity is the way we see ourselves and also how other people see us. - People may see us differently as to how we see ourselves. - Images can be manipulated and are not realistic.
<p>Summer 2: Transition</p>	<ul style="list-style-type: none"> - To prepare for their move to a new class and KS1. - Identify the positives and challenges of moving to a new class. 	<ul style="list-style-type: none"> - To understand their own strengths and to prepare for their move to a new class. - Everyone has different strengths. - Explain some of the skills I have developed in Year 1. - Identify the positives and challenges of moving to a new class. 	<ul style="list-style-type: none"> - To recognise that change can cause mixed feelings. - What change is and that it is part of life. - Explain some positive of change. - Explain some challenges that change brings. - Know who can help us deal with change. 	<ul style="list-style-type: none"> - To know some of the strategies people use to cope with change. - Understand that there are different strategies I can use to deal with change. - Explain the opportunities and responsibilities that change might bring. 	<ul style="list-style-type: none"> - To create goals to achieve before entering Year 5. - Identify my achievements this year. - Set myself goals. - Know who I can talk to if I am worried about anything. 	<ul style="list-style-type: none"> - To understand the skills needed to take on responsibilities in school. - Skills needed to take on roles in school. - Explain the skills I have and those I need to develop. 	<ul style="list-style-type: none"> - To understand that a big change can bring both opportunities and worries. - Change can bring opportunity but also worry. - Explain some ways I can deal with change. - Strategies I can use if I feel stressed or anxious.

