

PSHE/RSE-Why here, why now?

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS							
	<b>Content</b>	Routines/sharing/friendships Same and different/sharing toys/routines	School rules and values/working as part of a group	Similarities and differences/working as part of a team/celebrating success	Solving challenges as part of a team/good choices	Positive friendships/feeling proud	Following instructions/transitions
	<b>Why here, why now</b>	PSED focus for EYFS, ensuring children make a smooth transition into school and the routines and expectations of working together, managing their feelings and dealing with self-care, self-esteem and confidence					
	<b>Key Vocabulary</b>	Happy, sad, angry, scared, surprise, worried, tired, hungry, family, friend, relationships,	Rules, follow, safe, unsafe, risk, consequences, rewards,	kind, unkind, respect, cooperate, sharing, polite, argument,	result, helpful behaviour, courteous	Friends come up friendship, love, care, help, support,	responsibility, choices, growing, changing, difference, same,

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Year 1	Year A	Topic One Myself and friendships	Topic Two Relationships and Communities	Topic Three- Respect-	Topic Four-E safety-	Topic Five-Being Safe-	Topic Nine-Economic Wellbeing-
	Content	being able to manage health and self-care needs, what is the same and different, talk about how they have similarities and differences from their friends and how that is ok,	who is special, us and others; people who care for us; groups we belong to; families, to include people they may find in their school community, consider their own significant relationships, (	making different choices, knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family,	sharing information recognise that a range of technology is used in places such as homes and schools, n talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences,	promises and secrets, recognise that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else, identify who they can go to in school if they are worried about a surprise or a secret	the concepts of spending and saving, learn about the role money plays in their lives including how to manage them money, keep it safe, choices about spending money and what influences those choices
	Why here, why now	Link unit between ETFS and year 1, focus on managing own feelings and emotions	As part of the learning on healthy and safe relationships, know that touch can be used in kind and unkind ways. This supports later work on safeguarding	Early exposure to concepts of uniqueness and similarities and differences	Early exposure to considerations of the impact of technology around us, links to computing curriculum	Focus on keeping emotionally safe, links to A2 unit	First financial understanding unit, early exposure to understanding the role of money
	Key Vocabulary	Rules, Routines Getting dressed, Unique, Body parts, Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.	Family, Belong, Same Different, Friends,, Friendship, Qualities: caring, Sharing, Kind, Dislike, Help, Helpful, Self-belief, Incredible, Proud, Celebrate, Relationships Special, Appreciate	Respect, Manners, Difference, Same/similarities	E-safety Online safety, Apps, Games, Searches, Permission, Trust, Private, Technology	Promises Secrets Asking for help	Spending Saving Transaction Buying Selling Adverts
	Year B	Topic Six Well-being emotional.	Topic Seven Well-being – Physical	Topic Three Respect-	Topic Four E-safety-	Topic Eight Health and prevention-	Topic Nine Economic well-being enterprise- T
	Content	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities	To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)	Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Keeping well. Clean, healthy and safe Children will learn about basic hygiene.	hat money comes from different sources and can be used for different purposes, including the concepts of spending. and saving
	Why here, why now	Link unit between ETFS and year 1, focus on managing own feelings and emotions, being self-confident	Links to previous work on self-care and work in science on bodies and healthy foods	Early exposure to concepts of uniqueness and similarities and differences	Early exposure to considerations of the impact of technology around us, links to computing curriculum	Builds on A2 work on physical wellbeing, focus on hygiene	First financial understanding unit, early exposure to understanding the role of money
	Key Vocabulary	Emotions, happiness, sadness, anger, frustration, surprised, fear, nervousness	diet, exercise, healthy, activity, sleep, rest	Respect Manners Difference Same/similarities	-Safety, Online, safety, Apps, Games, Searches, Permission, Trust, Private, Technology	Ameen system, germs, books, hand washing	Spending, saving, Transaction, Buying, Selling, Adverts

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Year A	Topic One Families	Topic Two Friendship and community	Topic Three Respect	Topic Four -E-Safety	Topic Five-Being safe.	Topic Nine Economic well-being-
	Content	That everyone's family is different in that families function well when there is trust, respect, care, love and cooperation, some reasons why friends have conflicts and that friendships can be up and down	In My World their hopes and fears for the year ahead- they talk about feeling worried and recognising when they should ask for help and who to ask	To acknowledge the existence of diversity in the community. To explore why respect is necessary, Include differences such as physical, character, personality, backgrounds, beliefs	Safety circles, online friends, asking for help, Privacy settings, different strategies for staying safe, communicating with others	Dangers in the home and community, asking for help, emergencies, Including basic Rd, fire, cycle, and water safety. Online safety and who to speak to if they were it	fundraising for charity. people make choices about what to do with money including spending and saving, know the difference between needs and wants and that people may not always be able to have the things they want
	Why here, why now	Previous Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust.	Understanding of how they fit into their community broadens to include their rights and responsibilities, hopes and fears and how important it is to listen to other people	beginning to look wider than their immediate circle of families and friends into the community and beyond, importance of respect for all	continue to develop an understanding of how to keep themselves safe when I'm line and had to recognise risks harmful contact and content	Build on previous work on keeping secrets and what is a good and bad secret, expand to cover who they might want to contact or speak to if they're concerned	Expanding the previous work on where money comes from to include positive ways of spending money AJ charities and that often people cannot afford what they need or want and may need to save
	Key Vocabulary	Family, different comment similarities, special, relationship, cooperate, communication, hopes, acceptable, not acceptable, friends, conflict, positive problem solving, trustworthy	worries, hopes, fears, belonging to come at rights, responsibilities, actions, praise, consequences, choices, cooperation,	gender, culture, age, ability, race, stereotype	communication, privacy settings, safe, unsafe, cyber bullying, online, safety circle, ThinkUKnow	police, fire, doctor, nurse, risk, safety, danger, online safety	spending, saving, and, bored, one cover jobs, pocket money, charity, fundraise
	Year B	Topic Six Emotional Well-being	Topic Seven Physical Well-being	Topic Three Respect-	Topic Four E-Safety	Topic Five- Being safe	Topic Nine-Economic well-being-
	Content	How we recognise our feelings. Feelings; mood; times of change; loss and bereavement; growing up.	What can help us grow and stay healthy, 18, drinking, playing and sleeping	To acknowledge the existence of diversity in the community. To explore why respect is necessary, Include differences such as physical, character, personality, backgrounds, beliefs	-Know that almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared	Dangers in the home and community, asking for help, emergencies, Including basic Rd, fire, cycle, and water safety. Online safety and who to speak to if they were it	fundraising for charity. people make choices about what to do with money including spending and saving know the difference between needs and wants and that people may not always be able to have the things they want
	Why here, why now	Children began to experience a variety of feelings including change, loss and bereavement, it is important that they begin to be able to recognise these feelings	build on science work on basic human needs, including food, drink, physical activity, sleep and rest, the importance all days it's reinforced from previous learning	beginning to look wider than their immediate circle of families and friends into the community and beyond, importance of respect for all	continue to develop an understanding of how to keep themselves safe when I'm line and had to recognise risks harmful contact and content	Build on previous work on keeping secrets and what is a good and bad secret, expand to cover who they might want to contact or speak to if they're concerned	Expanding the previous work on where money comes from to include positive ways of spending money e.g. charities and that often people cannot afford what they need or want and may need to save
	Key Vocabulary	happy, sad, upset, angry, lonely, big failings, little failings, loss, bereavement, grief	exercise, diet, rest, well-being, lifestyle, sun damage, sleep, sugar, salt, fat	gender, culture, age, ability, race, stereotype	communication, privacy settings, safe, unsafe, cyber bullying, online, safety circle, ThinkUKnow	Police,, fire, doctor, nurse, risk, safety, danger, online safety	spending, saving, and, bored, one cover jobs, pocket money, charity, fundraise

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Year 3	Year A	Topic One Families and Relationships	Topic Two Friendship and community	Topic Three- Respect-	Topic Four- E-Safety	Topic Five Being safe.	Topic Nine- Economic well-being
	Content	Expectations and roles that exist within the family home, unfair stereotypes, being a good friend, dealing with setbacks	Community; belonging to groups; similarities and differences; respect for others, democracy and representation, conflict	teasing, bullying and immigration, stereotypes, permission seeking and giving,	Online bullying, age restrictions on social media, time limits and safer use habits, appropriate and safe interactions	Personal space, fight and flight, responsibility, boundaries, peer relationships, reporting concerns	fundraising for charity, sustainability, scarcity of global resources. Developing sustainability
	Why here, why now	Builds on earlier work on dealing with negative feelings and emotions, developing emotional resilience, also addressing gender stereotypes	Applying knowledge of school council to wider aspects of democracy, group responsibility and diverse communities	Building on existing skills of negotiating by focussing on listening and participation, development of understanding of bullying attitudes	As children increasingly have their own mobile phones in LKS2, it is imperative they have a clear understanding of appropriate usage.	Building on previous work on keeping safe, with a focus on appropriate personal space and raising concerns	Expanding previous work on personal financial security to encompass global financial and resource issues, linked to geographical work on fair trade
	Key Vocabulary	Responsibilities, respect, similarities, differences, conflict, appreciation, gratitude	Included, excluded, democracy, representation, authority, UNCR	Bullying, respect, discrimination, prejudice, identity, customs	Trolling, harassment, well-being, online abuse	Personal space, boundaries, peer relationships	Resources, sustainability, enterprise
	Year B	Topic Six Well-being- emotional-	Topic Seven Well-being- physical -	Topic Eight- Health and prevention		Topic Four=E-safety	Topic Nine-economic wellbeing
	Content	How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with Arguments	Keeping safe; at home and school; our bodies; hygiene; medicines and household products	- Healthy Eating and Teeth, healthy diets and benefits of nutritionally rich foods, good oral hygiene and the importance of visit to the dentist, balanced diets and personal choices about food and drink		the responsible use of mobile phones/tablets: safe keeping (looking after it) and safe user habits. Online bullying, age restrictions on social media, time limits and safer use habits, appropriate and safe interactions	Economic well-being- enterprise- The jobs we would like. Careers; aspirations; role models; the Future
	Why here, why now	Links friendship works to discussions about negative emotions, sustaining positive relationships	Increasing personal responsibility for physical safety and well-being, developing risk management skills as independence grows,	Making informed decisions about health, explained about elements of a balanced and healthy lifestyle, beginning to understand that they are responsible for their own health and well-being,		As children increasingly have their own mobile phones in LKS2, it is imperative they have a clear understanding of appropriate usage.	Early exposure to careers advice and aspirations, challenging stereotypes, unrealistic expectations
	Key Vocabulary	Friendship. Compliment, kindness, sharing, respect, conflict	Safety, prescription, medicine, bacteria, virus, hygiene, responsibility	protein, carbohydrates, fat, salt, sugar, dentist, balanced diet		Trolling, harassment, well-being, online abuse	Stereotypes, careers, qualifications, experiences, teamwork, perseverance, resilience

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Year A	<b>Topic One-Families and Peoples-</b>	<b>Topic Two -Friendship and Communities</b>	<b>Topic Three Respect-</b>	<b>Topic Four E-Safety</b>	<b>Topic Five Being safe</b>	<b>Topic Nine Economic well-being-</b>
	Content	healthy relationships, changes over time, marriage and commitment, Sharing each other's lives, protection and caring for children over family members, spending time together come at different family set ups	-rights and responsibilities, characteristics of good friendships, positive relationships, conflict in friendships,	similarities and differences, personal identity, stereotyping, disagreements and conflict	online friendships, profiles, personal data, cyber bullying and face to face bullying	sharing, privacy and personal boundaries, keeping secrets, identifying what they are willing to share with the most special people, friends, classmates and others and that we all have right to privacy	Fundraising, basic understanding of Financial enterprise including the concept to fair trade
	Why here, why now	children are becoming increasingly aware that there are a variety of family structures in the school, they need to recognise that there are different types of relationship [EG marriage, partnership, same sex,]	children begin to develop an understanding that there are basic human rights shared by all peoples and societies and that children have their own special rights set out in the United nations declaration of the rights of the child, they will be able to link this to work on democracy	Pupils begin an exploration of stereotyping, some examples and how these might be challenged, Filton previous work on respect and leading to work on walls and barricades topics in Summer 1 and 2 on discrimination	Expanding the children's understanding of the dangers of online communication with others and developing the links between face to face and online respect for others, initial consideration of how to critically assess online friendships and sources of information	Developing children's understanding of boundaries, the concepts of privacy and the implications of both for children and adults, balancing the need for privacy with the need not to keep secrets, developing confidence to speak out when unsure	building on knowledge of the Commonwealth and fair trade from geography topics, children explore what influences people's decisions including advertising and their emotional responses, social conscience, global influence and change
	Key Vocabulary	relationship, positive role model, emotional, committee, partnership, civil, religious,	rights cover responsibilities, declaration, precedence	identity, similarities and differences, compromise, stereotypes	avatar, bullying, trolling, confidentiality, personal information, grooming	sharing, personal boundaries, privacy, respect	advertising, social conscience, social change, fair trade, target audience, consumerism
	Year B	<b>Topic Six Well-being-emotional,</b>	<b>Topic Seven- Well-being-physical, -</b>	<b>Topic Eight Health and prevention-</b>		<b>Topic Four E-Safety</b>	<b>Topic Nine Economic well-being-</b>
	Content	Self-esteem: self-worth; personal qualities; goal setting; managing setbacks	Making informed decisions about health and the choices that support a healthy lifestyle	Sleep and First Aid, Know how regular physical activity benefits bodies and feelings. Benefit of good sleep routines, choices about physical activity, impact on moods		online friendships, profiles, personal data, cyber bullying and face to face bullying	Fundraising, basic understanding of Financial enterprise including the concept to fair trade
	Why here, why now	recognise positive things about themselves and their achievements, including setting goals to help achieve personal outcomes and recognising individual and personal qualities, they need to understand how to manage setbacks or perceived failures including how to reframe unhelpful thoughts	it is important that children understand about negative body images and how to balance physical activity to support health and well-being both mental and physical come out they need to recognise some of the risk associated with an inactive lifestyle	children need to be able to make informed decisions about their own health, they need to understand choices that support a healthy lifestyle and recognise what might influence these and how to overcome this influence if needed.		Expanding the children's understanding of the dangers of online communication with others and developing the links between face to face and online respect for others, initial consideration of how to critically assess online friendships and sources of information	building on knowledge of the Commonwealth and fair trade from geography topics, children explore what influences people's decisions including advertising and their emotional responses, social conscience, global influence and change
	Key Vocabulary	perseverance, determination, goal setting, adversity, self-esteem, self-interest, teamwork, resilience	Exercise, cardiovascular, heart rate, post, body image	sleep deprivation, tiredness, physical activity y, moods, routines,		avatar, bullying, trolling, confidentiality, personal information, grooming	advertising, social conscience, social change, fair trade, target audience, market leaders, consumerism

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Year 5 and 6	Year A	Topic 1 Families and People	Topic 2 Friendships and Communities	Topic Three- Respect	Topic Four E-Safety	Topic Five/Six –Being safe/emotional well-being	Topic 10 Growing and Changing
	Content	How can we keep healthy as we grow? Looking after ourselves; growing up; becoming independent; taking more responsibility	Healthy and unhealthy habits, ill health, managing health issues, stress and mental health.	Celebrating Difference, respect and tolerance,	How can the media influence People? Media literacy and digital resilience; influences and decision-making; online safety	Emotional conflict, personal responsibility, FGM and forced marriage, asking for help	-key facts about puberty and the changing adolescent body peer pressure, transitions, worries, growing and changing
	Why here, why now	Children need to be able to understand how they can make informed decisions about their health including healthy lifestyle and diet, they need to be able to recognise what good physical health means including being physically active, good dental health, sun safety and activities	leading on from the previous topic they need to focus on being able to change your break and healthy habits EG legal and illegal drugs, and how these might affect their health physical and mental ill health and well-being and the consequences of mental ill health	Children need to be aware that there are some cultural practises which are against British law and universal human rights to realise the consequences of antisocial behaviours and the possible outcomes for them	At this point children need to know how the media including online experiences can affect people's well-being, thoughts, feelings and actions, and there are rules about the sharing and distribution of images online, and how text and images can be manipulated they need to be able to evaluate reliable and different types of content	Children are beginning to use an increasingly rich vocabulary to describe the range of intensity of feelings and emotions and how this change over time, they are beginning to identify where risks are occurring and how they commit against these, they're ready to explore some of the trickier topics of conversation about rights and responsibilities including FGM	children need to be aware of where pressure including positive and negative influences on behaviour and attitudes come from and had the need for peer approval can put pressure on them this links into physical changes of puberty and the conflict in emotional states that they will be experiencing at this time
	Key Vocabulary	responsibility, choice, healthy eating, oral health, sun damage, protection, UV rays, skin cancer, sleep deprivation, exercise	prevention, drugs, effects, motivation, prescribed, unrestricted, over the counter, legal highs, mental health, emotional health, mental illness, managing stress	Cultural, forced marriage, discrimination, bullying, stereotypes,	social media, online, offline, well-being, limits, restrictions, messaging, videos, blocks, marketing, gambling	Emotions come at conflict, resolution, strategies, responsibility, FGM,	respect comment peer pressure, influences, choices, advice, puberty, emotions, transitions, loss and change, reproduction, contraception
	Year B	Topic Six-Well-being-emotional -	Topic Seven- Well-being, physical	Topic Eight Health and prevention	Topic Four _E safety	Topic Nine Economic well-being-	Topic Ten Growing and changing
	Content	Looking after ourselves; growing up; becoming independent; taking more Responsibility	What makes up our identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes	Drugs, alcohol and tobacco; healthy habits	How can the media influence People? Media literacy and digital resilience; influences and decision-making; online safety	Basic understanding of finance and enterprise, creating a group project to plan, budget and measure profit and loss, simple gant charts and measured time scales	-key facts about puberty and the changing adolescent body peer pressure, transitions, worries, growing and changing
	Why here, why now	Be able to recognise her mental and physical health are linked, how positive friendships can support mental well-being, and how to manage the influences of friends and family on healthy choices,	Children need to know that there are a range of factors that contribute to a person's identity [ethnicity, family, faith, culture, gender, hobbies, likes, dislikes, close brackets they need to be aware that gender identity is part of personal identity and that stereotypes are	At this point children need to understand the recent effects of legal drugs come into everyday life (e.g. cigarettes, vaping, alcohol and prescription medications) and their impact on health they also need to be able to recognise that drug use can become a habit which	At this point children need to know how the media including online experiences can affect people's well-being, thoughts, feelings and actions, and there are rules about the sharing and distribution of images online, and how text and images can be	Children need to be able to assess and manage risk in relation to financial decisions that they are about to make, they need to understand about the values and attitudes relating to finance including debt that others might hold and their how these may be different to	children need to be aware of where pressure including positive and negative influences on behaviour and attitudes come from and had the need for peer approval can put pressure on them this links into physical changes of puberty and the conflict in emotional

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			not always accurate and can negatively influence behaviours and attitudes towards others	is difficult to break and that there are laws surrounding the use of drugs both legal and illegal	manipulated they need to be able to evaluate reliable and different types of content	their own, they need to be able to manage emotions in relation to money and contribute towards the project from the planning stage to evaluation	states that they will be experiencing at this time
	Key Vocabulary	responsibility, choice from a healthy eating, negative influences, mental health come up	stereotypes, gender, race, class, sexual orientation, ethnicity, faith, identity, tolerance, empathy, understanding, British values	Joke, substance, legal drug, illegal job, possession, supply, dependency, caffeine, alcohol, nicotine, tobacco, medicine comic dose	social media, online, offline, well-being, limits, restrictions, messaging, videos, blocks, marketing, gambolling	loans, banks, building societies, online banking, debt, credit, overdraft, loan, gant chart, profit, last, margins, income, expenditure, project management	respect comment peer pressure, influences, choices, advice, puberty, emotions, transitions, loss and change, reproduction, contraception