



Lawrence View Primary School  
RSHE Curriculum Map

The learning opportunities in the curriculum map cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme.

The content of the learning opportunities is taught explicitly through RSHE lessons, stand alone lessons/ assemblies/ theme days or curriculum areas e.g science. Many learning opportunities are revisited throughout the school career or ongoing as part of the schools ethos.

There are a number of published resources used across school for example- Go Givers (PSHE and Citizenship) and Zumos (used to support our work with pupils mental health) Kapow( Wellbeing and RSE)

## RSHE

### Health and Wellbeing

#### STATUTORY GUIDANCE

##### **Healthy Lifestyles/ Physical wellbeing- the characteristics and mental and physical benefits of an active lifestyle.**

- The importance of building regular exercise into daily and weekly routines and how to achieve this.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

##### **Healthy eating**

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals. H2 H6
- The characteristics of a poor diet and risks associated with unhealthy eating behaviours (e.g. the impact of alcohol on diet or health).

##### **Health and prevention**

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

		PSED	PD	KUW	RE
<b>Foundation</b>	<p>Start to know what keeping healthy means; different ways to keep healthy.            Know that some foods that support good health and the risks of eating too much sugar            Start to understand that physical activity helps us to stay healthy; and ways to be physically active every day.            Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.            Start to develop understanding of dental health and how to brush your teeth and visiting the dentist.            People who help us stay healthy.  <b>Understanding the importance of hand hygiene.</b></p>	x	x	x	
		PSHE	Science	RE	SRE
<b>Year 1</b>	<p><b>Know simple hygiene routines that can stop germs from spreading-Understanding the importance of hand hygiene.</b>            Know about what keeping healthy means; different ways to keep healthy.            Develop an understanding of allergies.            Know about why sleep is important and two different ways to rest and relax.  <b>Know how to keep safe in the sun and protect skin from sun damage.</b></p>		x		
<b>Year 2</b>	<p>Know about what keeping healthy means            About foods that support good health and the risks of eating too much sugar.  <b>About how physical activity helps us to stay healthy; and ways to be physically active everyday.</b>            About why sleep is important and different ways to rest and relax  <b>Simple hygiene routines that can stop germs from spreading</b>            That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.            Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.            Know about people who can help us to stay physically healthy.  <b>How to keep safe in the sun and protect skin from sun damage.</b></p>		x		
<b>Year 3</b>	<p>Know about choices that support a healthy lifestyle and recognise what might influence these.            Know about what good physical health means; how to recognise early signs of physical illness.            Know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet.  <b>Know how regular (daily/weekly) exercise benefits mental and physical health.</b>  <b>Know about how sleep contributes to a healthy lifestyle.</b></p>		x		

	<p><b>Know how everyday hygiene routines can limit the spread of infection.</b></p> <p><b>Know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</b></p> <p>Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>				
<b>Year 4</b>	<p>Know how to make informed decisions about health</p> <p>Know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care.</p> <p>Know about choices that support a healthy lifestyle and recognise what might influence these.</p> <p>Recognise that habits can have both positive and negative effects on a healthy lifestyle.</p>		X		
<b>Year 5</b>	<p>Know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p>	X			
<b>Year 6</b>	<p>Know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>Understand the benefits of immunisation.</p> <p><b>Identify and use a range of relaxation strategies and situations they would find them useful.</b></p>		X		

#### STATUTORY GUIDANCE

**Mental Health-Mental wellbeing is a normal part of daily life, in the same way as physical health.**

- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

		PSED	PD	KUW	RE
<b>Foundation</b>	<p>To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Know about different feelings that humans can experience.</p> <p>Know how to recognise and name different feelings.</p>	x			
		PSHE	Science	RE	RE
<b>Year 1</b>	<p><i>(ZUMOS)</i></p> <p><i>Know about different feelings that humans can experience.</i></p> <p><i>Know how to recognise and name different feelings.</i></p> <p><i>Start to know how feelings can affect people's bodies and how they behave</i></p> <p><i>Start to know how to recognise what others might be feeling</i></p> <p><i>Know how to recognise that not everyone feels the same at the same time, or feels the same about the same things.</i></p> <p><i>Know about ways of sharing feelings; a range of words to describe feelings</i></p> <p><i>Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</i></p> <p><i>Know about different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i></p> <p><i>Know how to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</i></p> <p><i>Understand my strengths and qualities.</i></p> <p><i>Understanding and describing my feelings and emotions</i></p>				
<b>Year 2</b>	<p><i>(ZUMOS)</i></p> <p><i>Know about different feelings that humans can experience.</i></p> <p><i>Know how to recognise and name different feelings.</i></p> <p><i>Start to Know how feelings can affect people's bodies and how they behave</i></p> <p><i>Start to Know how to recognise what others might be feeling</i></p>				

	<p><i>Know how to recognise that not everyone feels the same at the same time, or feels the same about the same things.</i></p> <p><i>Know about ways of sharing feelings; a range of words to describe feelings</i></p> <p><i>Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</i></p> <p><i>Know about different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i></p> <p><i>Know how to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</i></p> <p><i>Understand my strengths and qualities</i></p> <p><i>Understanding and describing my feelings and emotions</i></p> <p><i>Recognising an increasing range of feelings and some strategies for managing different emotions.</i></p> <p><i>Identifying personal goal and how to work towards them.</i></p> <p><i>Exploring the need for perseverance and developing a growth mindset.</i></p> <p><i>Start to develop empathy.</i></p>				
Year 3	<p><b>(ZUMOS)</b></p> <p><i>Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</i></p> <p><i>Start to know about strategies and behaviours that support mental health.</i></p> <p><i>Start to know how to recognise that feelings can change over time and range in intensity.</i></p> <p><i>Start to recognise everyday things that affect feelings and the importance of expressing feelings.</i></p> <p><i>Start to develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</i></p> <p><i>Know strategies to respond to feelings, including intense or conflicting feelings;</i></p> <p><i>Start to know how to manage and respond to feelings appropriately and proportionately in different situations.</i></p> <p><i>Explore identity through groups they belong to.</i></p> <p><i>Identify their strengths and explore how these can be used to help others.</i></p> <p><i>Understand how to solve problems by breaking them down into smaller steps.</i></p>	x			
Year 4	<p><b>(ZUMOS)</b></p> <p><i>Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</i></p> <p><i>Know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</i></p>				

	<p>Know to recognise that feelings can change over time and range in intensity          Know about everyday things that affect feelings and the importance of expressing feelings          Know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;          Know strategies to respond to feelings, including intense or conflicting feelings;          Develop the ability to appreciate the emotions of others in different situations.          Understand how to solve problems by breaking them into smaller steps.</p> <p>Develop an understanding of mental health problems.          Develop growth mindset, mistakes are opportunities to learn.</p>	x			
Year 5	<p>(Zumos)          Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.          Know to recognise that feelings can change over time and range in intensity          Know about everyday things that affect feelings and the importance of expressing feelings.          Know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.          Know strategies to respond to feelings, including intense or conflicting feelings.          Know how to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>Know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.          Understand what causes stress and how to deal with it.          Identify how failure can make me feel and learn to manage those feelings that failure is an important part of success.          Have problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p>	x			

<b>Year 6</b>	<p><b>(ZUMOS)</b>          Know that mental health, just like physical health, is part of daily life and I have a responsibility for looking after my mental health.          Know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.          Know to recognise that feelings can change over time and range in intensity.          Know about everyday things that affect feelings and the importance of expressing Feelings.          Know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.          Know strategies to respond to feelings, including intense or conflicting feelings.          Know how to manage and respond to feelings appropriately and proportionately in different situations          Know how to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.          Know how to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.          Have problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p>	X			
	<p><b>STATUTORY GUIDANCE</b>  <b>Ourselves, Growing and Changing</b></p> <ul style="list-style-type: none"> <li>Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>Know about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>				
		PSED	PD	KUW	RE
<b>Foundation</b>	<p>To name external body parts.          Talk about their family immediate and extended and who they are- brother sister/son daughter/Aunt uncle etc.          To know some similarities and differences between different religions and cultures</p>			x	



		PSHE	Science	RE	SRE
<b>Year 1</b>	To recognise the ways in which we are all unique/ special To identify what they are good at, what they like and dislike Preparing to move to a new class/year group.				X
<b>Year 2</b>	To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) Know about growing and changing from young to old and how people's needs change. About preparing to move to a new class/year group.				x
<b>Year 3</b>	To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) To be able to recognise their individuality and personal qualities strengths, skills, achievements and interests and how these contribute to a sense of self-worth. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) To develop strategies to manage transitions between classes and key stages.				x
<b>Year 4</b>	To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. To identify the external genitalia and internal reproductive organs in male and females and how the process of puberty relates to human reproduction. To know that for some people gender identity does not correspond with their biological sex. To develop strategies to manage transitions between classes and key stages				x
<b>Year 5</b>	To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. To know that for some people gender identity does not correspond with their biological sex. To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. To have strategies to manage transitions between classes and key stages				x

<b>Year 6</b>	<p>Know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Know that for some people gender identity does not correspond with their biological sex.</p> <p>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>Know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>Know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>Know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p>Know about where to get more information, help and advice about growing and changing, especially about puberty.</p>				x
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#### **STATUTORY GUIDANCE**

##### **Keeping Safe.**

##### **Drugs, alcohol and tobacco**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. how to make a clear and efficient call to emergency services if necessary.

##### **Personal safety**

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

##### **Internet safety**

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. that people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

		PSED	PD	KUW	RE
Foundation	<p>To understand the need to work and play cooperatively and take turns with others.</p> <p>To give focused attention to what the teacher says and show the ability to follow instructions.</p> <p>To talk about the lives of people in society and the roles they play in keeping them safe</p> <p>To be able to control their immediate impulses when appropriate.</p> <p>Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>To develop some awareness of road safety</p> <p>To develop an awareness of the importance of staying with trusted adults within a safe space.</p> <p>To give reasons for rules, know right from wrong and try to behave accordingly.</p> <p>To develop a simple understanding of online safety</p>	x		X	
				X	
		PSHE	Science	RE	SRE
Year 1	<p><b>Safety in and around the home.</b></p> <p>Know what to do if they got lost.</p> <p>Explore potential hazards in the home and how to avoid these.</p> <p>Know about how to keep safe at home</p> <p>Know about the people whose job it is to help keep us safe</p> <p>Know about what to do if there is an accident and someone is hurt.</p> <p><b>Personal safety</b></p> <p>Know how to respond safely to adults they don't know.</p> <p>Know about how to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p>Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>Develop an understanding of appropriate physical contact.</p> <p><b>Online safety</b></p> <p><b>Begin to understand the importance of being safe online.</b></p>	x			
Year 2	<p><b>Safety in and around the home.</b></p> <p>Develop an understanding of being safe around roads and learn how to cross a road safely.</p> <p>Know how to get help in an emergency (how to dial 999 and what to say)</p>	X			

	<p>Know about ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street)          Know how to be safe around medicines.</p> <p><b>Personal safety</b>          Understanding the difference between secrets and surprises.          Understand the concept of privacy and body safety awareness.          Know about how to respond if physical contact makes them feel uncomfortable or unsafe.          Know who to and how to ask for help.</p> <p><b>Online safety</b>  <i>Know the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</i>  <i>Know that sometimes people may behave differently online, including by pretending to be someone they are not- Know who to tell.</i></p>	X			
Year 3	<p><b>Safety in and around the home.</b>          Firework safety.          Know how to contact emergency services and what to say.          Know about the importance of taking medicines correctly and using household products safely.          Understand ways to keep safe when crossing a road.</p> <p><b>Personal safety.</b>          Recognise different types of physical contact; what is acceptable and unacceptable; Develop strategies to respond to unwanted physical contact.          Basic first aid- Know how to respond to a graze, bite or sting or bump (including head bump)</p> <p><b>Online safety</b>  <i>Start to develop strategies for keeping safe online.</i>  <i>Recognise and respond to cyber bullying.</i>  <i>Begin to recognise unsafe digital content.</i>  <i>Know that age restrictions are there to protect them.</i>  <i>Know who to ask for help if they are someone else is unsafe.</i></p>	x			
Year 4	<p><b>Safety in and around the home</b>          Know strategies for keeping safe around water in the local environment.          Know about fire hazards in the home and what they can do reduce risks and keep safe.</p> <p><b>Personal safety.</b>          Recognise different types of physical contact; what is acceptable and unacceptable; Develop strategies to respond to unwanted physical contact.          Know how to help someone with Asthma.          Know how to administer basic first aid for cuts.</p> <p><b>Online safety</b></p>	X  X			

	<p><b>Know how to keep themselves safe online.</b>  <b>Know the difference between private and public</b>  <b>Understand age restrictions are there to protect them</b>  <b>Know the benefits and risks of sharing online.</b>  <b>Know who to ask for help if they are someone else is unsafe.</b></p>				
Year 5	<p><b>Safety in and around the home</b>  <b>Personal safety</b>  Understand the influence others can have on them.  Learn strategies to overcome pressure from others.  Know how to help someone who is bleeding.  Have an understanding that some relationships can be unhealthy and cause harm.  Know who to ask for help if they are or someone else is in danger physically or through an unhealthy relationship.  Know about the dangers of electricity outside the home(powercables)  <b>Online safety</b>  <b>Develop an understanding of how to ensure relationships online are safe.</b>  <b>Recognise an increasing number of online risks and ways to say safe online.</b>  <b>Know who to ask for help if they are someone else is unsafe.</b></p>	X			
Year 6	<p><b>Safety in and around the home</b>  Know about the dangers of railway lines.  Know about what is meant by first aid; basic techniques for dealing with common Injuries. (First aid training- St Johns)  <b>Personal safety</b>  Know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships Know what to do and whom to tell if they think they or someone they know might be at risk. (SRE)  Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e - cigarettes/vaping, alcohol and medicines) and their impact on health;  Recognise that drug use can become a habit which can be difficult to break  Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.  Know about why people choose to use or not use drugs (including nicotine, alcohol and medicines);  Know about the mixed messages in the media about drugs, including alcohol and smoking/vaping  Know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. <b>(DARE)</b>  <b>Online safety</b>  <b>Develop an understanding about the reliability of online information.</b></p>	X			X

*Explore online relationships including dealing with problems.  
 Understanding that online relationships should be dealt with in the same way as face to face relationships.  
 Know where to get help with online problems.  
 About some of the different ways information and data is shared and used online, including for commercial purposes.  
 About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.  
 Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.  
 About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.  
 About the different ways to pay for things and the choices people have about this.*

## Relationships

### STATUTORY GUIDANCE

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

- 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.
- That marriage 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.

#### **Caring friendships**

- 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.

#### **Respectful relationships**

- 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.

		PSED	PD	KUW	RE
Foundation	<p>To show the ability to form positive attachments to adults and develop friendships with peers.</p> <p>To show sensitivity to their own and others needs</p> <p>To describe the people in their family and discuss the relationship between them.</p> <p>To show an awareness that not all families are the same.</p> <p>To describe simple cultural beliefs and rituals</p>	x		x	x
		PSHE	Science	RE	SRE
Year 1	<p><b>Family.</b> <i>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.</i></p> <p>Understanding that families can include a range of people and how different members of a family are related to each other.</p> <p>To begin to understand the characteristics of positive friendships.</p> <p>Learning that friendships can have problems but that these can be overcome.</p> <p>Exploring friendly behaviour</p> <p><b>Friendships</b></p> <p>To begin to understand the characteristics of positive friendships.</p> <p>Learning that friendships can have problems but that these can be overcome.</p> <p>Exploring friendly behaviour.</p>	X			
		X			

	<p><b>Respectful relationships.</b>  <b>Children are taught the conventions of courtesy and manners and the importance of self-respect.</b>  Learning to recognise how other people show their feelings and how to care for others. Exploring the ability to successfully work with different people.  Understanding ways to help others.</p>	X			
Year 2	<p><b>Family</b>  <b>Families either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</b>  Learning that families can be made up of different people.  Understanding that families offer care, love and support.  Understanding difficulties in friendships and action that can be taken.  That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.  Explore change and Loss.</p> <p><b>Friendships</b>  Understanding difficulties in friendships and action that can be taken.</p> <p><b>Respectful relationships.</b>  <b>Children are taught the conventions of courtesy and manners and the importance of self-respect.</b>  Learning how other people show their feelings and how to respond to them.  Exploring the conventions of manners in different situations.  Exploring and understanding permission.  Developing an understanding of self respect.</p>	X			
Year 3	<p><b>Family.</b>  <b>Families either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</b>  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 occur.</p> <p><b>Friendships</b>  Exploring ways to resolve friendship problems.  Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p><b>Respectful relationships</b>  <b>Children are taught the conventions of courtesy and manners and the importance of self-respect.</b>  Understanding what trust is and identifying who I can trust.  Learning about the effects of non-verbal communication.</p>	X			



	<p>Exploring giving and receiving permission.          Developing listening skills.          Exploring stereotyping.</p>				
Year 4	<p><b>Family</b>  <i>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.</i>          Understanding that families are varied, in the UK and across the world and having respect for these differences.          Learning what bereavement is and how to help someone who has experienced bereavement.</p> <p><b>Friendships</b>          Exploring physical and emotional boundaries in friendships          Exploring different roles related to bullying.</p> <p><b>Respectful relationships</b>  <i>Children are taught the conventions of courtesy and manners and the importance of self-respect.</i>          Understanding expected courtesy and manners in a range of scenarios          Understanding how my actions and behaviour affects others.          Understanding stereotyping.          Exploring giving and receiving permission.</p>	X			
Year 5	<p><b>Family</b>  <i>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.</i>          Understanding that we all have different positive attributes and we should be proud of these.          Learning what marriage is and that it is a choice that people make.          Learning that sometimes families can make children feel unhappy or unsafe and that there is help available.          Understanding that friendships will encounter issues but that this may strengthen them.</p> <p><b>Friendships</b>          Understanding that friendships will encounter issues but that this may strengthen them Understanding the impact of bullying and what might influence the behaviour of a bully.</p> <p><b>Respectful relationships</b>  <i>Children are taught the conventions of courtesy and manners and the importance of self-respect.</i>          Learning how stereotypes can be unfair, negative and destructive.          Exploring giving and receiving permission.</p>	X			

Year 6	<p><b>Family</b>  <i>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.</i>          Understanding grief and associated emotions          To explore the process and emotions relating to grief.</p> <p><b>Friendships</b>          Learning that friendships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise.</p> <p><b>Respectful Relationships</b>  <i>Children are taught the conventions of courtesy and manners and the importance of self-respect.</i>          Learning what respect is and that it is part of a relationship.          Understanding that everyone deserves to be respected but that respect can be lost.          Understanding stereotyping and bullying linked to it.          Exploring giving and receiving permission.</p>	X			
		X			
		X			
<b>Living in the Wider World</b>					
<b>STATUTORY GUIDANCE</b>					
<p>All have a duty to 'actively promote' the fundamental <b>British values</b> of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Pupils should develop a shared understanding of what it means to live in a community and their impact on the wider world. They should develop an understanding of themselves as citizens and the economic and environmental implications of their choices and behaviours. All pupils will show an understanding of others as individuals with specific characteristics, values and beliefs.</p>					
		PSED	PD	KUW	RE

Foundation	<p><b>Responsibility</b>  <i>Know about what rules are, why they are needed in school. and why different rules are needed.</i></p> <p><b>Community</b>            Know how people and other living things have different needs; about the responsibilities of caring for them.            Start to have an understanding about things they can do to help look after their environment.  <i>Know how to recognise the ways they are the same as, and different to, other people.</i></p> <p><b>Democracy</b>            Start to understand the importance of democracy.</p> <p><b>Economic wellbeing</b>            Know what money is.</p>				
		PSHE	Science	R.E	SRE
Year 1	<p><b>Responsibility</b>  <i>Know about what rules are, why they are needed in school. and why different rules are needed.</i></p> <p><b>Community</b>            Know how people and other living things have different needs; about the responsibilities of caring for them.            Start to have an understanding about things they can do to help look after their environment.  <i>Know how to recognise the ways they are the same as, and different to, other people.</i></p> <p><b>Democracy</b>            Start to understand the importance of democracy.</p> <p><b>Economic wellbeing</b>            Know what money is.</p>				
Year 2	<p><b>Responsibility</b>  <i>Know about what rules are, and why different rules are needed for different situations and the consequences of not having them.</i></p> <p><b>Community</b>            Know about things they can do to help look after their environment.            Know about the different roles and responsibilities people have in their community.</p> <p><b>Democracy</b>            Start to understand the importance of democracy.</p> <p><b>Economic wellbeing</b>            Know that people make different choices about how to save and spend money            Know that that money comes from different sources.            Know about the difference between needs and wants; that sometimes people may not always be able to have the things they want.            Know that money needs to be looked after; different ways of doing this.</p>	X   X X	X		

	<p>Know that jobs help people to earn money to pay for things.          Know about some of the strengths and interests someone might need to do different jobs</p>				
Year 3	<p><b>Responsibility</b>          To recognise reasons for rules and laws; consequences of not adhering to rules and laws.          To recognise there are human rights, that are there to protect everyone- Rights of the child          About the relationship between rights and responsibilities</p> <p><b>Community</b>          Ways of carrying out shared responsibilities for protecting the environment in school and at home.          About the different groups that make up their community; what living in a community means          To value the different contributions that people and groups make to the community          To know about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p><b>Democracy</b>          To develop an understanding of local democracy</p> <p><b>Economic wellbeing</b>          To know about the different ways to pay for things and the choices people have.          To recognise that people have different attitudes towards saving and spending money.          To recognise that people make spending decisions based on priorities, needs and wants.</p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.          That there is a broad range of different jobs/careers that people can have.          Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them.          Be able to identify the kind of job that they might like to do when they are older.</p>	X		X	
Year 4	<p><b>Responsibility</b>  <b>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</b>          To recognise there are human rights, that are there to protect everyone.          About the relationship between rights and responsibilities</p> <p><b>Community</b>          To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.          To know that there are ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>Democracy</b></p>	X		X	

	<p>To understand the role of local councillors</p> <p><b>Economic Wellbeing.</b>          To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'          That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)          About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.          That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life          Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them.          Be able to identify the kind of job that they might like to do when they are older</p>	X			
Year 5	<p><b>Responsibility</b>          Be able to recognise reasons for rules and laws; consequences of not adhering to rules and laws-breaking the law.          Know about the relationship between rights and responsibilities.</p> <p><b>Community</b>          Know about ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment.          To value the different contributions that people and groups make to the community.          To understand their role in contributing to the community.</p> <p><b>Democracy</b>          To understand the role of parliament.</p> <p><b>Economic Wellbeing</b>          About the different ways to pay for things and the choices people have about This- borrowing money.          Different ways to keep track of money.          About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.          Know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)          Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.          Know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation          Be able to identify the kind of job that they might like to do when they are older.</p>	X			

Year 6

**Responsibility**

To have an understanding of human rights.

To understand how they can care for others and their role in doing this within the community.

**Community**

Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment food choices.

To know about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities.

To know about about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.

**Democracy**

To have an understanding of national democracy.

**Economic Wellbeing**

Know about the different ways to pay for things and the choices people have about this

To know that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

To know about the different ways to keep track of money.

To know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.

To identify the ways that money can impact on people's feelings and emotions.

To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.

To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.

To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.

To be able to identify the kind of job that they might like to do when they are older.

To be able to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

X

X

X

X