



PSHE

Discussing how and why respect is an important part of relationships.
 To know that stereotypes can be unfair, negative and destructive.
 To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.
 To understand that stereotypes can lead to bullying and discrimination.
 To understand that positive attributes are the good qualities that someone has.
 To understand that loss and change can cause a range of emotions.
 To know that grief is the process people go through when someone close to them dies.
 Exploring the concepts of negotiation and compromise.
 To know that a conflict is a disagreement or argument and can occur in friendships.
 To understand the concepts of negotiation and compromise.
 To understand that everyone has the right to decide what happens to their body.

Identifying ways families might make children feel unhappy or unsafe.
 To know that marriage is a legal commitment and is a choice people can make.
 To know that if I have a problem, I can call ChildLine on 0800 1111.
 Exploring the impact that bullying might have.
 Exploring issues which might be encountered in friendships and how these might impact the friendship.
 Identifying ways to resolve conflict through negotiation and compromise.
 To know what attributes and skills make a good friend.
 To understand what might lead to someone bullying others.
 To know what action a bystander can take when they see bullying.
 Exploring and questioning the assumptions we make about people based on how they look.
 Identifying ways to challenge stereotypes.
 Exploring our positive attributes and being proud of these (self-respect).
 To understand what respect is.
 To understand that everyone deserves respect but respect can be lost.
 Exploring the process of grief and understanding that it is different for different people.

Using respectful language to discuss different families.
 To know that families are varied in the UK and across the world.
 Developing an understanding of the impact of bullying and what to do if bullying occurs.
 To know that bullying can be physical or verbal.
 To know that bullying is repeated, not a one-off event.
 To understand that everyone has the right to decide what happens to their body.
 To know that trust is being able to rely on someone and it is an important part of relationships.
 To understand the courtesies and manners which are expected in different scenarios.
 To understand some stereotypes related to disability.

Learning that problems can occur in families and that there is help available if needed.
 To know that I can talk to trusted adults or services such as Childline if I experience family problems.
 Exploring ways to resolve friendship problems.
 Exploring physical and emotional boundaries in friendships.
 To know that violence is never the right way to solve a friendship problem.
 To understand the different roles related to bullying including victim, bully, and bystander.
 Identifying who I can trust.
 Exploring how my actions and behaviour can affect other people.
 Learning about the effects of non-verbal communication.
 To know the signs of a good listener.
 Exploring the negative impact of stereotyping.
 To understand that there are similarities and differences between people.
 To understand some stereotypes related to age.
 Discussing how to help someone who has experienced a bereavement.
 To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

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.
 To understand some ways people show their feelings.
 To understand what good manners are.
 To understand some gender stereotypes related to jobs.
 To know some problems which might happen in friendships.
 To understand that some problems in friendships might be more serious and need addressing.

Exploring how friendship problems can be overcome.
 Exploring friendly behaviours.
 Recognising how other people show their feelings.
 Identifying ways we can care for others when they are sad.
 Exploring the ability to successfully work with different people.
 To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.
 To understand some characteristics of a positive friendship.
 To understand that friendships can have problems but that these can be overcome.
 To understand that families look after us.
 To know some words to describe how people are related (e.g., aunty, cousin).
 To know that some information about me and my family is personal.

Name and describe different members of our families.
 Discuss why we love our families and talk about people that hold a special place in our lives.
 Understand that all families are valuable and special.
 Develop strategies to help when sharing with others.
 Explore what makes a good friend.
 Know that we share toys so that everyone feels involved and no one feels left out or upset.

Begin by identifying immediate family members (e.g., mum, dad, siblings) through pictures and simple discussions
 Talk about who they live with and why they love them, using simple language and visual aids.
 Introduce the concept that families can look different (e.g., single parents, grandparents, etc.) through stories and role-play.
 Practice sharing toys with peers during playtime, guided by teachers.
 Identify what makes a good friend (e.g., being kind, taking turns) through stories and guided play.
 Encourage inclusive play where everyone is involved, using teacher-led activities.

Families and Relationships



To understand that vaccinations can give us protection against disease.
 To know that changes in the body could be possible signs of illness.
 Understanding the relationship between stress and relaxation.
 To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
 To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
 Developing strategies for being resilient in challenging situations.
 To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation).
 To know the effects technology can have on mental health.
 To know that mental health refers to our emotional wellbeing, rather than physical.
 To know who can help if we are worried about our own or other people's mental health.
 Being able to break down a problem into smaller parts to overcome it.
 To understand what a problem or barrier is and that these can be overcome.

Discussing ways to prevent illness.
 Identifying some actions to take if I am worried about my health or my friends' health.
 To understand the risks of sun exposure.
 Considering calories and food groups to plan healthy meals.
 Developing greater responsibility for ensuring good quality sleep.
 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.
 To know that relaxation stretches can help us to relax and de-stress.
 To know that calories are the unit that we use to measure the amount of energy certain foods give us.
 To know that what we do before bed can affect our sleep quality.
 Taking responsibility for my own feelings.
 Exploring my personal qualities and how to build on them.
 To understand what can cause stress.
 To understand that failure is an important part of success.



To know key facts about dental health.
 Identifying what makes me feel calm and relaxed.
 Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.
 To know that visualisation means creating an image in our heads and can be used as a tool to aid relaxation.
 Exploring how my skills can be used to undertake certain jobs.
 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.
 Being able to break down a problem into smaller parts to overcome it.
 To understand what a problem or barrier is and that these can be overcome.

Discussing why it is important to look after my teeth and understand ways to prevent tooth decay.
 Learning stretches which can be used for relaxation.
 To understand the positive impact relaxation can have on the body.
 Exploring ways we can make ourselves feel happy or happier.
 Developing a growth mindset.
 Exploring my own identity through the groups I belong to.
 Identifying my strengths and exploring how I use them to help others.
 To understand that mistakes can help us to learn.
 To understand the importance of belonging.
 To understand what being lonely means and that it is not the same as being alone.
 To know that different job roles need different skills and so some roles may suit me more than others.
 To know that it is normal to experience a range of emotions.
 To know that mental health refers to our emotional wellbeing, rather than physical.
 To know who can help if we are worried about our own or other people's mental health.



To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.
 To know that certain foods and other things can cause allergic reactions in some people.
 To know that food and drinks with lots of sugar are bad for 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.
 To know that sleep helps my body to repair itself, to grow and restores my energy.
 To understand the importance of exercise to stay healthy.
 To understand the balance of foods we need to keep healthy.
 To know that breathing techniques can be a useful strategy to relax.
 To know that we can feel more than one emotion at a time.
 To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Learning how to wash 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 different ways to manage feelings.
 Identifying personal strengths and qualities.
 Identifying personal goals and how to work towards them.
 Exploring the need for perseverance and developing a growth mindset.
 To know the words to describe some positive and negative emotions.
 To know that strengths are things we are good at.



To know that having a naturally colourful diet is one way to try and eat healthily.
 To know that exercise means moving our body and is important.
 To know that yoga can help our bodies and minds relax.
 Exploring coping strategies to help regulate emotions.
 Exploring ways to moderate behaviour, socially and emotionally.
 Coping with challenge when problem solving.
 To know that facial expressions can give us clues as to how a person is feeling.
 To know that I can learn from my mistakes.
 To know some strategies to calm down.

Discussing ways that we can take care of ourselves.
 Exploring how exercise affects different parts of the body.
 Identifying how characters within a story may be feeling.
 Exploring different facial expressions and identifying the different feelings they can represent.
 To name some different feelings and emotions.
 To know that I am a valuable individual.



PSHE

Health and Well Being



6

Developing an understanding about the reliability of online information.
 Exploring online relationships including dealing with problems.
 To understand that online relationships should be treated in the same way as face-to-face relationships.
 To know where to get help with online problems.
 Discussing problems which might be encountered during puberty and using knowledge to help.
 To understand how a baby is conceived and develops.
 Learning how to help someone who is bleeding.
 Placing an unresponsive patient into the recovery position.
 To know how to assess a casualty's condition.
 To know how to conduct a primary survey (using DRSABC).



5

Developing an understanding of how to ensure relationships online are safe.
 To know the steps to take before sending a message online (using the THINK mnemonic).
 To know some of the possible risks online.
 Learning to make 'for' and 'against' arguments to help with decision making.
 Discussing the reasons why adults may or may not drink alcohol.
 To know some strategies I can use to overcome pressure from others and make my own decisions.
 To understand the risks associated with drinking alcohol.
 Learning about the emotional changes during puberty.
 Identifying reliable sources of help with puberty.
 To understand the process of the menstrual cycle.
 To know the names of the external sexual parts of the body and the internal reproductive organs.
 To know that puberty happens at different ages for different people.
 Learning how to help someone who is choking.



4

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.
 Exploring ways to respond to cyberbullying or unkind behaviour online.
 Beginning to recognise unsafe digital content.
 Developing skills as a responsible digital citizen.
 Exploring that people and things can influence me and that I need to make the right decision for me.
 To understand that other people can influence our choices.
 To understand the risks associated with smoking tobacco.
 Discussing some physical and emotional changes during puberty.
 To understand the physical changes to both male and female bodies as people grow from children to adults.
 Learning how to help someone who is having an asthma attack.
 To know that asthma is a condition which causes the airways to narrow.



3

Identifying things people might do near roads which are unsafe.
 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.
 Exploring ways to respond to cyberbullying or unkind behaviour online.
 Beginning to recognise unsafe digital content.
 To understand that there are risks to sharing things online.
 To know the difference between private and public.
 To understand that cyberbullying is bullying which takes place online.
 To know the signs that an email might be fake.
 Exploring choices and decisions that I can make.
 Discussing the benefits of being a non-smoker.
 Learning what to do in a medical emergency, including calling the emergency services.
 Learning how to help someone who is having an asthma attack.
 To know that it is important to maintain the safety of myself and others, before giving first aid.
 To know that bites or stings can sometimes cause an allergic reaction.



2

Understanding people's roles within the local community that help keep us safe.
 Identifying hazards that may be found at home.
 Exploring ways to stay safe online.
 To understand the difference between secrets and surprises.
 To know what to do if I get lost.
 To know that a hazard is something which could cause an accident or injury.
 To know that I should tell an adult if I see something which makes me uncomfortable online.
 Exploring what people can do to feel better when they are ill.
 Learning how to be safe around medicines.
 To know that medicine can help us when we are ill.
 To understand that we should only take medicines when a trusted adult says we can.



1

Discussing the concept of privacy.
 Practising what to do if I get lost.
 Learning how to behave safely near the road and when crossing the road.
 To know that some types of physical contact are never appropriate.
 To know the PANTS rule.
 To understand the difference between secrets and surprises.
 To know the rules for crossing the road safely.
 Learning what is and is not safe to put in or on our bodies.
 To know the names of parts of my body including private parts.
 Practising making an emergency phone call and to know what an emergency is
 To know that the emergency services are the police, fire service and the ambulance service.



F2

Considering why it is important to follow rules.
 Exploring what it means to be a safe pedestrian.
 To know that some rules are in place to keep us safe.
 To know how to behave safely on the pavement and when crossing roads with an adult.



F1

Understanding Rules: Introducing the concept of rules through simple classroom activities and games.
 Safe Pedestrian Basics: Learning to hold hands with an adult while walking and stopping at the curb.
 Safety Awareness: Recognising basic safety signs and symbols (e.g., stop sign, pedestrian crossing).
 Pavement Safety: Practicing walking safely on the pavement during outdoor play.



PSHE

Safety and the changing body



Discussing how education and other human rights protect us.
 Identifying causes which are important to us.
 Discussing how people can influence what happens in parliament.
 Identifying appropriate ways to share views and ideas with others.
 Identifying ways people can bring about change in society.
 To know that education is an important human right.
 To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
 To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.
 To know that our food choices can affect the environment.



Discussing how rights and responsibilities link.
 Exploring the right to a freedom of expression.
 Developing an understanding of how parliament and Government work.
 Discussing ways to challenge prejudice and discrimination.
 Explaining why reducing the use of materials is positive for the environment.
 Identifying the contribution people make to the community and how this is recognised.
 Learning about environmental issues relating to food.
 To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.
 To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.
 To know what happens when someone breaks the law.
 To understand the waste hierarchy.
 To know that prejudice is making assumptions about someone based on certain information.
 To know that discrimination is treating someone differently because of certain factors.



Discussing how local community groups support the community.
 Considering the responsibilities that adults and children have to maintain children's rights.
 Identifying ways items can be reused.
 Explaining why reusing items is of benefit to the environment.
 To know that reusing items is of benefit to the environment.
 To understand that councillors have to balance looking after local residents and the needs of the council.
 To understand the UN Convention on the Rights of the Child.



Discussing ways we can make a difference to recycling rates at home/school.
 Identifying local community groups.
 Discussing how we can help to protect human rights.
 Identifying the benefits different groups bring to the local community.
 Discussing the positives diversity brings to a community.
 Exploring how children's rights help them and other children.
 To understand how recycling can have a positive impact on the environment.
 To know that the local council is responsible for looking after the local area.
 To know that elections are held where adults can vote for local councillors.
 To understand some of the consequences of breaking rules.
 To understand the role of charities in the community.
 To know that there are a number of groups which make up the local community.



Explaining why rules are in place.
 Identifying positives and negatives about the school environment.
 Identifying ways to help look after the school environment.
 Recognising the contribution people make to the local community.
 Learning how to discuss issues of concern to me.
 To know some of the different places where rules apply.
 To understand that everyone has similarities and differences.
 To know that some rules are made to be followed by everyone and are known as 'laws'.
 To know some of the jobs people do to look after the environment in school and the local community.
 To know that different pets have different needs.
 To understand the needs of younger children and that these change over time.
 To know that voting is a fair way to make a decision.
 To understand how democracy works in school through the school council.



Recognising why rules are necessary.
 Exploring the differences between people.
 Recognising the groups that we belong to.
 Recognising the importance of looking after the school environment.
 Recognising the contribution people make to the local community.
 Discussing how to meet the needs of different pets.
 To know the rules in school.
 To understand that people are all different.



Beginning to understand why rules are important in school.
 To know that we have rules to keep everything fair, safe, and enjoyable for everyone.
 To understand that we all have similarities and differences and that these make us special.
 To know that we all have different beliefs and celebrate special times in different ways.



Introducing the concept of rules through simple classroom activities and games.
 Learning basic rules to keep playtime fair and safe for everyone.
 Identifying simple similarities and differences among classmates (e.g., hair color, favorite toys).
 Introducing the idea that people celebrate special times in different ways through stories and pictures.



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Citizenship



Identify jobs which might be suitable for them
 To understand that different jobs have different routes into them.
 To understand that people change jobs for a number of reasons.
 Recognising differences in how people deal with money and the role of emotions in this.
 Discussing some risks associated with gambling.
 To understand that there are certain rules to follow to keep money safe in bank accounts.
 To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.



Identifying jobs which might be suitable for them.
 Discussing risks associated with money.
 Making a budget based on priorities.
 Recognising differences in how people deal with money and the role of emotions in this.
 Discussing some risks associated with gambling.
 To know that when money is borrowed it needs to be paid back, usually with interest.
 To know that it is important to prioritise spending.
 To know some ways that people lose money.
 To know that income is the amount of money received and expenditure is the amount of money spent.
 To understand that there are certain rules to follow to keep money safe in bank accounts.
 To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.



Exploring the factors which affect whether something is value for money.
 Discussing some impacts of losing money.
 Identifying negative and positive influences that can affect our career choices.
 To know that money can be lost in a variety of ways.
 To understand the importance of tracking money.
 To know that many people will have more than one job or career in their lifetimes.
 Exploring ways to overcome stereotypes in the workplace.
 To understand that there are different ways to pay for things.
 To understand that some stereotypes can exist around jobs but these should not affect people's choices.



Discussing the range of feelings which money can cause.
 Discussing the different attitudes people have to money.
 Exploring the impact our spending can have on other people.
 To know that budgeting money is important.
 To understand that there are a range of jobs available.
 To know that many people will have more than one job or career in their lifetimes.
 Exploring ways to overcome stereotypes in the workplace.
 To understand that there are different ways to pay for things.
 To understand that some stereotypes can exist around jobs but these should not affect people's choices.



Exploring the reasons why people choose certain jobs.
 Discussing how to keep money safe.
 Exploring choices people make about money.
 Recognising that people make choices about how to spend money.
 Discussing what to do if we find money.
 To know some of the ways in which adults get money.
 To know some of the features to look at when selecting a bank account.



Developing an understanding of how banks work.
 Identifying whether something is a want or need.
 Discussing how to keep money safe.
 Exploring choices people make about money.
 Recognising that people make choices about how to spend money.
 Discussing what to do if we find money.
 To know that coins and notes have different values.
 To know some of the ways children may receive money.
 To know that it is wrong to steal money.
 To know that banks are places where we can store our money.
 To know some jobs in school.
 To know that different jobs need different skills.
 To know the difference between a 'want' and 'need'.





Exploring a greater range of strategies to deal with feelings associated with change.
To know that a big change can bring opportunities but also worries.



Recognising own skills and how these can be developed.
To understand the skills needed for roles in school.



Learning strategies to deal with change.
Recognising our own achievements.
To understand that change often brings about more opportunities and responsibilities.



Being able to set goals.
Recognising our own achievements.
To know that setting goals can help us to achieve what we want.



Identifying people who can help us when we are worried about changes.
To understand that changes can be both positive and negative.
To understand that change is part of life.



Recognising our own strengths.
To understand that changes can be both positive and negative.
To understand that change is part of life.



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Transition