

WCPS PSHCE & RSE Curriculum Overview 2025-2026

WCPS Curriculum Intent for PSHCE & RSE

The intent of Personal Social Health Education (PSHE) education in our school is as follows:

- Through discretely taught PSHE lessons from the PSHE Association, but also through assemblies and other whole school activities, to deliver a rich, meaningful and purposeful PSHE curriculum which in turn feeds into our commitment to the personal development of our pupils,
- To teach with regard for our own local context, i.e. our school and our local community, as well as the wider world,
- To discretely teach our school values, attitudes, including how these link with protected characteristics, and fundamental British values,
- To engage with local, national and international events and celebrations to enrich the core objectives of our PSHE curriculum.

The intent of Relationships & Sex Education (RSE) at our school is as follows:

- To provide a framework and safe environment in which sensitive discussions can take place,
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene,
- Help pupils develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships,
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Guidance on Relationships & Sex Education and Health Education for Primary Schools

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents,

adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary school:

Families and people who care for me

Pupils should know:

- 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- 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

Pupils should know:

- 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

Online relationships

Pupils should know:

- 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

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the

physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#).

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

EYFS Statutory Framework Computing Related Objectives

Self-regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

EYFS PSHCE & RSE Curriculum

Core Knowledge

1. Pupils will know what the school motto and rules are
2. Pupils will know what our class contract is and why we have it
3. Pupils will know everyone is important and we are all different
4. Pupils will manage their own basic hygiene and personal needs
5. Pupils will know that physical exercise is important
6. Pupils will know how to keep themselves safe
7. Pupils will know how to care for and look after living things
8. Pupils will know about a balanced diet

9. Pupils will know the difference between 'good and bad touch'
10. Pupils will know that making mistakes is fine and we learn from this

Hinterland Knowledge

- Pupils will know the Pantosaurus song
- Pupils will take part in activities which make up our class contract
- Pupils will watch insects hatch and learn to care for them in class
- Pupils will taste different foods when learning about a balanced diet

Skills

- Pupils will develop being able to wash their hands and toilet independently
- Pupils will be able to dress independently
- Pupils will be able to tell you an adult they trust
- Pupils will be able to tell you some foods that are part of a balanced diet
- Pupils will be able to tell you why we brush our teeth
- Pupils will be able to explain why our heart beats faster after a warmup

Wonder

- *I wonder what a germ looks like*
- *I wonder why some children have blue eyes when I have brown eyes*
- *I wonder why some of my class are taller than me*
- *I wonder what would happen if I just eat chocolate*

Experiences & Provocations

- Pupils will experience the curriculum by:
 - Pupils will learn the pantosaurus song and make PANT bunting
 - Pupils will have a visit from the police
 - Pupils will join in with house challenges to promote resilience

WCPS PSHCE & RSE Curriculum: EYFS – Year 6

Vocabulary - Tier 3 Subject Specific Feelings, behaviour, rules, growth mindset, perseverance, right and wrong, hygiene, safe, balanced, independent					
Jigsaw PSHE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in My World Core Knowledge -Pupils will know what it feels like to belong. -Pupils will know that we are similar and different. -Pupils will know how to start recognising and managing their feelings. -Pupils will know how to work with others. -Pupils will know why it is good to be kind and use gentle hands. -Pupils will know that everyone should be allowed to learn and play.	Celebrating difference Core Knowledge -Pupils will know something they're good at and understand that everyone is good at different things. -Pupils will know that being different makes us special. -Pupils will know why their home is special to them. -Pupils will know how to be a kind friend. -Pupils will know how to stand up for themselves if someone is unkind.	Dreams and Goals Core Knowledge -Pupils will know that if they persevere they can accomplish challenges. -Pupils will know about a time that they didn't give up until they achieved their goal. -Pupils will know how to set a goal and work towards it. -Pupils will know how to use kind words to encourage others. -Pupils will know the link between what they learn in school and how this links to the job they want to do when they're older.	Healthy Me Core Knowledge -Pupils will know that they need to exercise to keep their bodies healthy. -Pupils will know how moving and resting are good for the body. -Pupils will know which foods are healthy and not so healthy to help them to make good eating choices. -Pupils will know how to help themselves to go to sleep and why sleep is good for them. -Pupils will know how to wash their hands and the times that it's	Relationships Core Knowledge -Pupils will know about the jobs that they do in their family and how they feel like they belong. -Pupils will know how to make friends to stop themselves from feeling lonely. -Pupils will know how to solve problems and stay friends with others. -Pupils will know how unkind words can impact others. -Pupils will know how to use strategies to help them to calm	Changing Me Core Knowledge -Pupils will know the names of different parts of the body. -Pupils will know how to stay healthy by eating different foods. -Pupils will know that we all grow from babies to adults. -Pupils will know and be able to express how they feel about moving to Year 1.

WCPS PSHCE & RSE Curriculum: EYFS – Year 6

			particularly important to wash their hands. -Pupils will know who their safe adults are and how to stay safe if these adults aren't close by.	down and manage their feelings. -Pupils will know ways to be a good friend.	
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Year 1 PSHCE & RSE Curriculum	
Spring Term 1	Summer Term 1

Me in My World	Healthy Me.
Core Knowledge 1. Pupils will know that they belong in their class. 2. Pupils will know how to help others feel that they belong. 3. Pupils will know how to make the class a safe place for people to learn in. 4. Pupils will know how it feels to be proud of an achievement. 5. Pupils will know about choices and the consequences that different choices can bring. 6. Pupils will know about their rights and responsibilities in the classroom. Hinterland Knowledge • Pupils will know who they can reach out to for help. • Pupils will know why their class contract helps everyone stay safe and happy. • Pupils will know that different types of scenarios can lead to feelings of achievement. Skills • Pupils will develop being able to identify. • Pupils will develop being able to recognise. • Pupils will develop being able to empathise. Wonder • <i>I wonder how I would feel if I wasn't in a class community...</i> • <i>I wonder why some people don't like to hug...</i> • <i>I wonder about the different places that I belong.....</i>	Core Knowledge 1. Pupils will know the difference between being healthy and less healthy. 2. Pupils will know some ways to keep themselves healthy. 3. Pupils will know how to make healthy lifestyle choices. 4. Pupils will know how to keep themselves clean and healthy. 5. Pupils will know that germs can cause disease and illness. 6. Pupils will know that medicines can be harmful if not used correctly. 7. Pupils will know how medicines can help them feel better if used safely. 8. Pupils will know how to keep safe when crossing a road. Hinterland Knowledge • Pupils will know about sugar intake in relation to healthy and unhealthy eating. • Pupils will know about different types of play (indoor / outdoor / screen-based) and how to balance these. • Pupils will know about people who can help them to stay healthy (parents, doctors, dentists etc) • Pupils will know how rules can help to keep us safe. Skills • Pupils will develop being able to recall. • Pupils will develop being able to justify. • Pupils will develop being able to categorise.

Experiences & Provocations - Pupils will experience the curriculum by: - School community building events, such as ‘meet my community’ – meeting. - Playground experiences – adults and playground monitors modelling and supporting respect and kind choices outside. Vocabulary - Tier 3 Subject Specific - Safe, Special, Calm, Choice, Belong, Belonging, Special, Rights, Responsibilities, Learn, Learning Charter, Safe Place, Rewards, Proud, Views, Valued, Achievement, Feelings Celebrating differences. Core Knowledge - Pupils will know about similarities between them and their peers. - Pupils will know about differences between them and their peers. - Pupils will know what bullying is and what it can feel like. - Pupils will know how to help someone if they’re being bullied. - Pupils will know who they can talk to if they’re feeling sad or being bullied. - Pupils will know how to make new friends. - Pupils will know that our differences is what makes us unique. Hinterland Knowledge - Pupils will know who they can reach out to for help.	- Pupils will develop being able to empathise. Wonder <i>I wonder how scientists find out which foods are healthy and unhealthy...</i> <i>I wonder why people are good at different things...</i> <i>I wonder why some foods are healthy and others aren’t.</i> Experiences & Provocations - Pupils will experience the curriculum by: - Strong cross-curricular links through Science and PE. - Meeting people who can help to keep us healthy (school chefs, a dentist and or lunchtime supervisors). Vocabulary - Tier 3 Subject Specific Healthy, less healthy, balanced, sleep, exercise, choices, clean, body parts, toiletries, hygienic, safe, germs, virus, medicines, trust, stop, look, listen, wait, nervous. Relationships Core Knowledge - Pupils will know the members of their family and that all families are different. - Pupils will know some of the ways that families are different.
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- Pupils will know why their class contract helps everyone stay safe and happy.
- Pupils will know that bullying is not okay and that everyone should treat people with kindness.
- Pupils will know the differences between unkindness and bullying.

Skills

- Pupils will develop being able to identify.
- Pupils will develop being able to recognise.
- Pupils will develop being able to empathise.

Wonder

- *I wonder how I would feel if I was being bullied or saw someone being bullied.*
- *I wonder what the world would be like if everyone was the same.*

Experiences & Provocations

- Pupils will experience the curriculum by:
 - Class discussion, drawings and creative work.
 - Playground experiences – adults and playground monitors modelling and supporting respect and kind choices outside.

Vocabulary - Tier 3 Subject Specific

- Similar, different, difference, similarity, bullying, courage, deliberate, on purpose, unfair, included, bully, inclusive, special, unique, celebration.

- 3) Pupils will know how it feels to belong in a family.
- 4) Pupils will know what types of physical contact are acceptable and unacceptable.
- 5) Pupils will know some ways to make a new friend.
- 6) Pupils will know who can help them in the school community and outside of school.
- 7) Pupils will know some good qualities about themselves and can recognise how they're a good friend.
- 8) Pupils will know how to express how they feel about someone who is special to them.

Hinterland Knowledge

- Pupils will know that all families have similarities to them. E.g. love.
- Pupils will know that everyone is different and people have different boundaries when it comes to physical touch.
- Pupils will know that privates are private.

Skills

- Pupils will develop being able to recall.
- Pupils will develop being able to compare.
- Pupils will develop being able to reflect.
- Pupils will develop being able to empathise.
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Wonder

- *I wonder how people make friends in places other than schools.*
- *I wonder what similarities there are between all families.*
- *I wonder how I can be a good friend.*

Experiences & Provocations

- Pupils will experience the curriculum by:
 - Outdoor play with role models in older year groups.
 - Class discussions around families and friendships.
 - Use of songs and videos to support understanding.

Vocabulary - Tier 3 Subject Specific

Family, belong, different, same, friends, friendship, qualities, kind, greeting, touch, like, dislike, helpful, community, feelings, confidence, praise, skills, proud, relationships, special, appreciate.

Spring Term 2	Summer Term 2
Celebrating difference continued – see above. Dreams and goals. Core Knowledge 1. Pupils will know how to set simple goals. 2. Pupils will know things that they do well. 3. Pupils will know how to set out to achieve a goal when something is tricky. 4. Pupils will know how to work well with others to achieve a goal. 5. Pupils will know how to tackle a challenge that might stretch their learning. 6. Pupils will know how it feels to face an obstacle and tackle it. 7. Pupils will know how to store a feeling of success and achievement. Hinterland Knowledge • Pupils will know that working with others can help them to achieve their goal. • Pupils will know that sometimes it can be hard to achieve a goal but they should keep trying. • Pupils will know the feeling of having a growth mindset.	Relationships continued – see above. Changing Me. Core Knowledge 1. Pupils will know the changes that take place as they grow. 2. Pupils will know the life cycles of animals and humans. 3. Pupils will know some of the changes that have taken place in them and some things that have stayed the same. 4. Pupils will know how their body has changed since they were a baby. 5. Pupils will know the parts of the body that make boys different from girls and they will use the correct terminology. 6. Pupils will know that learning helps to change them. 7. Pupils will know some of the changes that have happened in their lives. Hinterland Knowledge • Pupils will know that everyone has similarities and differences. • Pupils will know that changes happen even when we don't want them to. • Pupils will know how to manage their feelings around change and some coping mechanisms they can use. Skills • Pupils will develop being able to reflect.

Skills • Pupils will develop being able to identify. • Pupils will develop being able to recognise. • Pupils will develop being able to be resilient. • Pupils will develop being able to communicate with others. Wonder • <i>I wonder how I would feel if I couldn't reach my goal.</i> • <i>I wonder whether it's good to try different ways to achieving a goal even if it's not the way that I suggested.</i> • <i>I wonder how I can explain to a partner my ideas.</i> Experiences & Provocations • Pupils will experience the curriculum by: ○ Class discussion, drawings and creative work. ○ Playground experiences – adults and playground monitors modelling and supporting respect and kind choices outside. ○ Group work and challenges to develop resilience. Vocabulary - Tier 3 Subject Specific • Proud, success, achievement, goal, learning, stepping stones, process, dreams, team work, working together, celebrate, challenge, tricky, obstacle, overcome.	• Pupils will develop being able to compare. • Pupils will develop being able to identify. • Pupils will develop being able to recall. • Wonder • <i>I wonder about changes that happen when you're older.</i> • <i>I wonder whether we continue to change as adults.</i> • <i>I wonder how else we change other than physically.</i> Experiences & Provocations • Pupils will experience the curriculum by: ○ Outdoor play with role models in older year groups. ○ Looking at changes in nature as well as in humans. ○ Strong links with science – cross-curricular learning. ○ Use of songs and videos to support understanding. Vocabulary - Tier 3 Subject Specific Changes, life-cycle, baby, adult, human, growth, penis, testicles, vulva, vagina, anus, learn, new, feelings, anxious, excited, coping.
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Autumn Term 1	Spring Term 1
Being Me in My World Core Knowledge 1. Pupils will know some hopes and fears that they have for the new year. 2. Pupils will know about the rights and responsibilities that they have in their class. 3. Pupils will know about the importance of making positive contributions. 4. Pupils will know how to listen to others and think about rewards and consequences in the classroom. 5. Pupils will know how rules in the classroom help everyone to learn. 6. Pupils will know about choices and how these can lead to consequences. Hinterland Knowledge • Pupils will know how a classroom works and the best ways to create a positive learning environment. • Pupils will know who their 5 trusted adults are. • Pupils will know why we have rules in the classroom. • Pupils will know why similarities and differences are important. • Pupils will know everybody has to work cooperatively for their jobs. Skills • Pupils will develop being able to recognise kind behaviours • Pupils will develop being able to recognise different types of behaviour. • Pupils will develop being able to explain how someone else would feel. • Pupils will develop being able to identify when they need help. Wonder • <i>I wonder what classrooms are like in other countries....</i>	Healthy Me Core Knowledge 1. Pupils will know what they need to keep their body healthy. 2. Pupils will know what things make them feel relaxed and things that make them feel stressed. 3. Pupils will know the difference between when a feeling is strong and when it is weaker. 4. Pupils will know how medicines work in their body and how to use them safely. 5. Pupils will know what foods they need every day to keep them healthy and will start to understand their relationship with food. 6. Pupils will know how to make some healthy snacks. 7. Pupils will know what foods they need to eat to give them energy. Hinterland Knowledge • Pupils will know the medicines they have had before. Pupils will know why exercise and other activities make us feel good. • Pupils will know why some situations are riskier than others. • Pupils will know who can put on, or give them, medication. • Pupils will know how the emergency services can help. Skills • Pupils will develop being able to explain why sleep is important.

- *I wonder what would happen in our classroom if we didn't have rules....*
- *I wonder if everyone feels nervous at the start of a new year.....*

Experiences & Provocations

- Pupils will experience the curriculum by:
 - Creating drama to act out their skills.
 - Participating in their own debate.
 - Creating a class charter to support a good learning environment.

Vocabulary - Tier 3 Subject Specific

Worries, hopes, fears, belonging, rights, responsibilities, actions, contributions, praise, reward, consequences, positive, negative, class charter, choices.

Celebrating difference

Core Knowledge

1. Pupils will know about stereotypes that can be assumed about boys and girls.
2. Pupils will know about some ways that boys and girls are different but that everyone is different.
3. Pupils will know that bullying is sometimes because of difference.
4. Pupils will know how to stand up for themselves in a positive way.
5. Pupils will know that it's okay to be different from others and that they can still be friends with people who are different to them.
6. Pupils will know what to do if they feel that they're being bullied.
7. Pupils will know some of the ways that they're different to their friends but that is what makes us unique.

- Pupils will develop being able to describe good routines and habits.
- Pupils will develop being able to identify different emotions.
- Pupils will develop being able to summarise the human life cycle.
- Pupils will develop being able to explain how to keep safe.
- Pupils will develop being able to identify adults who can help them.

Wonder

- *I wonder what people did before dentists?*
- *I wonder when the emergency services started?*
- *I wonder what the longest time someone has been asleep is?*
- *I wonder why bears hibernate and humans do not?*
- *I wonder how many emotions there are?*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Completing a walk around the school and identifying potential unsafe situations.
- Creating freeze frames of their routines.

Vocabulary - Tier 3 Subject Specific

Healthy choices, lifestyle, motivation, relaxation, calm, stress, medicines, dangerous, balanced diet, portions, nutritious, energy.

Relationships.

Core Knowledge

Hinterland Knowledge • Pupils will know the services available if they need help. • Pupils will know who their 5 trusted adults are. • Pupils will know what mental health is and why it's important. • Pupils will know what the consequences of bullying (online and offline) are. • Pupils will know why similarities and differences are important. Skills • Pupils will develop being able to explain how to resolve conflict. • Pupils will develop being able to recognise their emotions. • Pupils will develop being able to recognise different types of behaviour. • Pupils will develop being able to explain how someone else would feel. • Pupils will develop being able to identify when they need help. • Pupils will develop being able to recognise similarities and differences. • Wonder • <i>I wonder what the first argument was about?</i> • <i>I wonder where the word bully originated?</i> • <i>I wonder how many differences there are in the world?</i> Experiences & Provocations • Pupils will experience the curriculum by: • Creating drama to act out their skills.	1. Pupils will know the members of their family and the different relationships they have with each of them. 2. Pupils will know what physical contact they like and don't like. 3. Pupils will know that physical contact is different with different people. 4. Pupils will know about safe touch and unsafe touch. 5. Pupils will know some of the things that cause conflict between friends. 6. Pupils will know the difference between happy and uncomfortable secrets. 7. Pupils will know people that can help them in school and outside of school. 8. Pupils will know how to express their appreciation for people that are special to them. Hinterland Knowledge • Pupils will know the services available if they need help. • Pupils will know who their 5 trusted adults are. • Pupils will know why similarities and differences are important. • Pupils will know how friends are similar and different. Skills • Pupils will develop being able to recognise kind behaviours • Pupils will develop being able to describe positive play. • Pupils will develop being able to explain how to resolve conflict.
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Participating in their own debate. Vocabulary - Tier 3 Subject Specific Friend Relationship Argument Behaviour Emotions Pressure Uncomfortable Unsafe Bullying Cooperate Discussion Similarity Difference Diversity Bystander Stereotypes	- Pupils will develop being able to explain how someone else would feel. - Pupils will develop being able to identify when they need help. Wonder <i>I wonder what the first argument was about?</i> <i>I wonder how my family is different to other families around the world...</i> Experiences & Provocations - Pupils will experience the curriculum by: - Creating drama to act out their skills. - Participating in their own debate. Vocabulary - Tier 3 Subject Specific Difference, diverse, special, safe, unsafe, relationship, cooperate, physical touch, communication, acceptable, unacceptable, problem solving, conflict, secret, trustworthy, honest.
Autumn Term 2	Spring Term 2
Celebrating difference continued – see above Dreams and Goals Core Knowledge - Pupils will know how to choose a realistic goal to try and achieve. - Pupils will know how it feels to reach a goal. - Pupils will know how to persevere when something is hard.	Relationships continued – see above. Changing Me. Core Knowledge - Pupils will know different cycles of life in nature. - Pupils will know that change is a part of life and that some changes are outside of my control. - Pupils will know the changes between young to old age.

4. Pupils will know that sometimes it's hard to work with certain people and will know who they work well with.
5. Pupils will know how to work in a group to create an end product.
6. Pupils will know some of the ways that they worked well to support their group.
7. Pupils will know how to share success with other people.

Hinterland Knowledge

- Pupils will know the different groups in their own community.
- Pupils will know why it is important that we are all equal.
- Pupils will know how it can be hard to persevere but it can be easier to be successful by working together.

Skills

- Pupils will develop being able to describe how communities help.
- Pupils will develop being able to compare themselves to others.
- Pupils will develop being able to compromise with others.

Wonder

- *I wonder why I work well with certain people.....*
- *I wonder what makes a goal realistic.....*
- *I wonder why people decide to persevere when their goal might have seemed unrealistic.....*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Working with others to create an end product.
- Discussing their challenges and persevering with it.
- Working as a group and bringing different skills to the challenge.

4. Pupils will know how their body has changed from a baby and where they are on the continuum of young to old.
5. Pupils will know the physical differences between boys and girls and will use the correct terminology.
6. Pupils will know about different types of touch and can explain things they like and dislike.
7. Pupils will know about acceptable and unacceptable touch.
8. Pupils will know what they're looking forward to in their new class.

Hinterland Knowledge

- Pupils will know how about differences and similarities between different people's bodies.
- Pupils will know how changes happen at different times for different people.

Skills

- Pupils will develop being able to identify different emotions.
- Pupils will develop being able to summarise the human life cycle.
- Pupils will develop being able to describe how the body changes.
- Pupils will develop being able to identify body parts.
- Pupils will develop being able to describe what a dangerous situation is.
- Pupils will develop being able to explain how to keep safe.
- Pupils will develop being able to identify adults who can help them.

Wonder

Vocabulary - Tier 3 Subject Specific Realistic, proud, success, achievement, perseverance, skills, goal, teamwork.	<i>I wonder why we change as we get older.....</i> <i>I wonder how an animal's life cycle is different to a human....</i> <i>I wonder why adults get wrinkles.....</i> Experiences & Provocations - Pupils will experience the curriculum by: - Thinking about adults in their lives and how they're different to them and each other. - Creating freeze frames of different ages. Vocabulary - Tier 3 Subject Specific Life cycle, control, baby, adult, old age, elderly, change, physical, independent, timeline, freedom, responsibilities, private, penis, testicles, vagina, anus, vulva, comfortable, uncomfortable.
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Year 3 PSHCE & RSE Curriculum	
Spring Term 1	Summer Term 1
Being Me in My World Core Knowledge - Pupils will know who they are and can talk about positive things about themselves. - Pupils will know how to value themselves and value others. - Pupils will know how to face new challenges whilst making responsible choices.	Healthy Me Core Knowledge - Pupils will know how exercise affects the body and that the heart and lungs are important organs. - Pupils will know that the amount of fat, calories and sugar that people put in their body affects their health.

- Pupils will know how to ask for help when needed. - Pupils will know about rules, rights and responsibilities. - Pupils will know how their actions affect other people. - Pupils will know how to start reflecting on things from other people's point of view. Hinterland Knowledge - Pupils will know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty - Pupils will know about mutual respect and tolerance - Pupils will know that everyone is different and everyone has different strengths. Skills - Pupils will develop being able to recognise strengths in themselves and others. - Pupils will develop being able to know who to talk to about things that are worrying them. Wonder <i>I wonder how our school motto could help us with our learning</i> <i>I wonder how we can link our British Values help us to understand our learning</i> Experiences & Provocations Pupils will experience the curriculum by: - Using stories and photos to explore ideas - Having discussions about different topics	- Pupils will know about different attitudes towards drugs focusing on the safety around healthy drugs and age limits around alcohol and tobacco. - Pupils will know about strategies to help them to stay safe. - Pupils will know about the emergency services and how to call for help. - Pupils will know and be able to identify how they feel when they're safe and unsafe. - Pupils will know how important it is to look after their bodies. Hinterland Knowledge - Pupils will know about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy - Pupils will know about choices and what might negatively influence them - Pupils will know about habits and that sometimes they can be maintained, changed or stopped - Pupils will know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle Skills - Pupils will develop being able to recognise different emotions and feelings - Pupils will develop being able to identify strategies to manage feelings and emotions
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- c. Creating a class charter to support with facing challenges and creating a class community.

Vocabulary - Tier 3 Subject Specific

Welcome, valued, achievements, personal goal, acknowledgement, solutions, support, rights, responsibilities, consequences, fairness, choices, co-operate, belonging.

Celebrating differences

Core Knowledge

1. Pupils will know that everyone's family is different and that everyone's family is important to them.
2. Pupils will know that differences and conflict can arise in families.
3. Pupils will know what it means to be a witness to bullying and that witnesses can make the situation better or worse depending on their actions.
4. Pupils will know that words can be used in a kind or hurtful way.
5. Pupils will know about words that they've used and how this has impacted someone's feelings.

Hinterland Knowledge

- Pupils will know that being part of a family provides support, stability and love
- Pupils will know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
- Pupils will know about mutual respect and tolerance

- Pupils will develop being able to explain the importance of a healthy diet and exercise

Wonder

- *I wonder how zones of regulation can help to understand feelings and emotions*
- *I wonder what happens to you when you sleep*
- *I wonder what happens to your body when you exercise*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Exploring videos, stories and photos to a healthy lifestyle
- Have discussions and ask questions to explore topics further.

Vocabulary - Tier 3 Subject Specific

Oxygen, energy, calories, heartbeat, lungs, heart, exercise, sugar, fat, saturated fat, drugs, healthy, attitude, emergency, emergency services, harmful.

Relationships

Core Knowledge

1. Pupils will know about the roles and responsibilities of people in their family and can reflect on the expectations for males and females.
2. Pupils will know some of the skills of friendship such as turn-taking.
3. Pupils will know strategies to help them to keep safe online.

Skills 1. Pupils will develop being able to recognise and identify different types of families 2. Pupils will develop being able to know who to talk to about things that are worrying them. Wonder <i>I wonder what different types of families we have in our class</i> <i>I wonder how families are the same and different in other cultures.....</i> Experiences & Provocations Pupils will experience the curriculum by: a. Using stories and photos to explore ideas b. Having discussions about different topics Vocabulary - Tier 3 Subject Specific Family, safe, connected, special, differences, conflict, solutions, resolve, witness, bystander, bullying, banter, consequences, hurtful, compliment, unique.	4. Pupils will know how some of the actions and work of people around the world help and influence my life. 5. Pupils will know how needs and rights are shared by children around the world. 6. Pupils will know how to express appreciation to friends and family. Hinterland Knowledge • Pupils will know about bullying online, and the similarities and differences to face-to-face bullying • Pupils will know about the effects and consequences of bullying for the people involved • Pupils will know how to model friendly behaviour in different situations e.g. at home, at school, online • Pupils will know what it means to treat others, and be treated, politely • Pupils will know the ways in which people show respect and courtesy in different cultures and in wider society Skills • Pupils will develop being able to identify what boundaries and privacy are • Pupild will develop being able to explain the importance of respect and self-respect. • Pupils will develop being able to compare the similarities and differences between different behaviours Wonder
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	<i>I wonder how children's lives in other countries are different to mine.</i> <i>I wonder how families' responsibilities have changed over time.</i> Experiences & Provocations - Pupils will experience the curriculum by: - Using stories and photos to explore ideas - Having discussions about different topics Vocabulary - Tier 3 Subject Specific Responsibilities, differences, respect, stereotypes, careers, conflict, solution, friendship, safe, unsafe, internet, social media, gaming, global, communications, climate, trade, inequality, justice.
Spring Term 2	Summer Term 2
Celebrating differences continued – see above Dreams and Goals Core Knowledge - Pupils will know about people who have faced difficulties and challenges and overcome them. - Pupils will know about a dream/ambition that they have and that is important to them. - Pupils will know how to break down a task into achievable steps. - Pupils will know how to be motivated and excited about a difficult task using a growth mindset.	Relationships continued – see above Changing Me Core Knowledge - Pupils will know that both animals' and humans' bodies change from birth to old age. - Pupils will know that it mammals the female carries the baby. - Pupils will know that the baby grows and develops in the mother's uterus and what a baby needs for it to grow. - Pupils will know how boys' and girls' bodies change on the outside and the inside as they grow up and they develop so that they can have babies in the future.

5. Pupils will know about obstacles that can stand in the way of their goal and work out ways to overcome them.
6. Pupils will know how to be reflective of what they achieve and work out ways to be more successful the next time.

Hinterland Knowledge

- Pupils will know how to set goals that they would like to achieve this year e.g. learn a new hobby
- Pupils will explore and discuss different types of jobs that they are interested in.

Skills

- Pupils will develop being able to work as a team and compromise with others.
- Pupils will develop being able to be resilient.
- Pupils will develop being able to identify the skills needed in certain jobs

Wonder

- *I wonder what job I will do when I grow up*
- *I wonder what different types of job there are*
- *I wonder how you could train to do job*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Exploring videos, stories and photos of different jobs/dreams.
- Have discussions and ask questions to explore topics further.

Vocabulary - Tier 3 Subject Specific

5. Pupils will know about stereotypes based around the family and family roles.
6. Pupils will know what they're excited about for the next year of school.

Hinterland Knowledge

- Pupils will know how to apply the British Values of Rule of law (thinking about why we have laws and rules and considering what life would be like with no laws and rules), and Democracy (think about how laws and rules come about and how they are decided upon)
- Pupils will know how change is a part of life and something that happens to everyone.
- Pupils will know that everyone is different and that this should be celebrated.

Skills

- Pupils will develop being able to summarise information about changes to the body.
- Pupils will develop being able to reflect on stereotypes and how they have changed over time.

Wonder

- *I wonder what people used to think about families in the past.*
- *I wonder how my body will continue to change over time.*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Exploring videos, stories and photos of changes from a baby to old age.

Perseverance, challenges, goals, success, obstacles, ambition, future, teamwork, responsible, motivated, enthusiastic, frustrations, solution.	Have discussions and ask questions to explore topics further. Vocabulary - Tier 3 Subject Specific Changes, birth, uterus, womb, nutrients, survive, affection, puberty, testicles, penis, ovaries, egg, vagina, stereotypes, challenge.
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Year 4 PSHCE & RSE Curriculum	
Autumn Term 1	Summer Term 1
Being Me in My World Core Knowledge - Pupils will know how it feels to be part of a community and what it feels like to be excluded. - Pupils will know that their actions and words affect others in a positive or negative way. - Pupils will know that everyone has roles and responsibilities to making up our school community and how they fit into that. - Pupils will know how democracy works in our school community. - Pupils will know about empathising with others and will understand how others are feeling in situations. - Pupils will know how groups come together to make decisions.	Healthy Me Core Knowledge - Pupils will know how different friendship groups are formed and how they fit into those groups. They will know which friendships are most important to them. - Pupils will know that there are leaders and followers in friendship groups and these might change depending on the situation. - Pupils will know the facts about smoking and how this can impact someone's health. They will know some reasons that people choose to smoke.

6. Pupils will know how democracy benefits the school community. Hinterland Knowledge 1. Pupils will be able to identify community groups working in their own town, district, county and country 2. Pupils will be able to reflect on their actions and their impact. Skills 1. Pupils will be able to recognise that they belong to different communities as well as the school community 2. Pupils will know how to show compassion towards others in need and the shared responsibilities of caring for them Wonder 5. <i>I wonder what this work has to do with our own school values?</i> 6. <i>I wonder what this work has to do with our school motto?</i> 7. <i>I wonder what this work has to do with the fundamental British Values?</i> Experiences & Provocations Pupils will experience the curriculum: a. Within formally taught PSHE and RSE lessons b. Through whole school and key stage assemblies c. Through Daily 5 activity d. Through their daily lived experience in and around school Vocabulary - Tier 3 Subject Specific Included, excluded, class charter, community, democracy, responsibility, rights, voting, contribution, UN convention on the rights of the child.	4. Pupils will know the facts about alcohol and the effects on health, particularly the liver and why people choose to drink alcohol. 5. Pupils will know about the feelings of being put under pressure and ways to resist this. 6. Pupils will know about their morals and values and what they see as right and wrong. Hinterland Knowledge Pupils will know about the difficulties that leaders and followers can cause in a friendship and how important it is that everyone is valued. Skills 2. Be able to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects 3. Be able to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break. Pupils will be able to know how to ask for help or advice Wonder 1. <i>I wonder why smoking was invented if it's not good for you.....</i> 2. <i>I wonder if friendship groups have to have leaders and followers.....</i>
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Celebrating differences

Core Knowledge

1. Pupils will know that sometimes people make assumptions based on how others look and that this is not okay.
2. Pupils will know that people make assumptions everyday about others and think about assumptions that they make.
3. Pupils will know that sometimes bullying is hard to stop and will know what to do if they think someone might be being bullied.
4. Pupils will know reasons why sometimes bystanders don't tell on the 'bully' and why it can be easier to join in.
5. Pupils will know that everyone is unique and will be able to positively talk about some of their differences.
6. Pupils will know about first impressions and that these can sometimes be wrong. They will be able to explain a time when their first impression of someone was wrong.

Hinterland Knowledge

1. Pupils will know the difference between being friends and being friendly
2. Pupils will understand that it is possible to be friendly to everyone without necessarily having to consider everyone as a friend
3. Know when 'banter' might be acceptable but also understand the risks of dismissing behaviours as 'banter' or as 'only joking'
4. Pupils will know about the importance of the bystander and how to help make the situation better.

Experiences & Provocations

Pupils will experience the curriculum:

- m. Within formally taught PSHE and RSE lessons
- n. Through whole school and key stage assemblies
- o. Through Daily 5 activity
- p. Through their daily lived experience in and around school

Vocabulary - Tier 3 Subject Specific

Friendships, emotions, healthy, relationships, value, roles, assertive, smoking, vaping, guilt, pressure, advice, alcohol, liver, disease, right, wrong.

Relationships

Core Knowledge

1. Pupils will know about situations that can cause jealousy in relationships.
2. Pupils will know how to identify someone that they love and why they're special to them.
3. Pupils will know about loss and the emotions that this can cause.
4. Pupils will know that friendships can change, that they can make new friends and that they may need to manage conflict in their friendship groups.
5. Pupils will know about boyfriends and girlfriends and the special relationship that they may have when they're older.
6. Pupils will know how to show appreciation to people who are special in their lives.

Skills 1. Be able to seek support with relationships if they feel lonely or excluded 2. Be able to communicate respectfully with friends when using digital devices 3. Be able to act accordingly if they are worried about any contact online 4. Be able to say ‘stop’ if they are asked to do something that they believe as being not right or unsafe 5. Be able to respond if they witness or experience hurtful behaviour or bullying, including online Wonder 1. <i>I wonder how I would feel if I helped to make a situation better?.....</i> 2. <i>I wonder whether people have always made assumptions and how these assumptions have changed over time.....</i> Experiences & Provocations Pupils will experience the curriculum: a. Within formally taught PSHE and RSE lessons b. Through whole school and key stage assemblies c. Through Daily 5 activity d. Through their daily lived experience in and around school	Hinterland Knowledge 1. Pupils will understand about the heightened emotions around jealousy and the way that this can affect behaviour. 2. Pupils will know that sometimes it’s healthy to start a new friendship if previous friendships can’t be resolved. 3. Pupils will know some ways to deal with the feelings of loss and bereavement. Skills 2. To develop being able to reflect on their emotions and how these can impact relationships. 3. To develop being able to empathise with others who are going through a difficult time. Wonder 1. <i>I wonder whether everyone experiences jealousy.....</i> 2. <i>I wonder what I can do to make my new friendships more successful than previous friendships.</i> Experiences & Provocations Pupils will experience the curriculum: e. Within formally taught PSHE and RSE lessons f. Through whole school and key stage assemblies g. Through Daily 5 activity h. Through their daily lived experience in and around school Vocabulary - Tier 3 Subject Specific Relationship, jealousy, problem, loss, denial, anger, sadness, hopelessness, depression, insecure, memento, memories,
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	remember, negotiation, compromise, loyalty, empathy, attraction, pressure.
Autumn Term 2	Summer Term 2
Celebrating difference continued – see above. Dreams and Goals Core Knowledge 1. Pupils will know some of their hopes and dreams and how they differ to other people's. 2. Pupils will know that sometimes hopes and dreams don't happen and that it is normal to feel upset about this. 3. Pupils will know that reflecting on good things will help them feel better when facing disappointment. 4. Pupils will know how to alter a plan and set new goals when things don't work out. 5. Pupils will know how to break a task down into steps to achieve a goal. Hinterland Knowledge 1. Pupils will be able to consider other people who have had goals that weren't achieved and what they did next. 2. Pupils will be able to think about different ways to reflect on past experiences to help them in the future. Skills	Relationships continued- see above Changing Me Core Knowledge 1. Pupils will know that some physical characteristics come from their birth parents as they're made from joining the egg and sperm together. 2. Pupils will know the internal and external parts of the body that are involved in making a baby. 3. Pupils will know about the responsibilities of parenthood. 4. Pupils will know about the things that have impacted their lives and what might influence other people's lives. 5. Pupils will know how a girl's body changes during puberty and menstruation takes place. 6. Pupils will know about the circle of change and can apply it to changes that they want to make in their lives. 7. Pupils will know about changes that are outside of their control and accept this. Hinterland Knowledge 1. Pupils will know different ways to maintain physical and mental health

Pupils will develop being able to reflect on previous experiences. Pupils will develop being able to emphasise with others who have not been able to reach their goal. Pupils will develop being able to explain some reasons that people might not be able to reach their goals. Wonder 1. <i>I wonder what this work has to do with our own school values?</i> 2. <i>I wonder how people continue to make new goals when they've faced disappointment.</i> 3. <i>I wonder if anyone in life ever reaches all the goals that they set themselves.....</i> Experiences & Provocations Pupils will experience the curriculum: i. Within formally taught PSHE and RSE lessons j. Through whole school and key stage assemblies k. Through Daily 5 activity l. Through their daily lived experience in and around school Vocabulary - Tier 3 Subject Specific Perseverance, resilience, positivity, disappointment, goals, plans, self-belief, motivation, commitment, cooperation, learning.	2. Pupils will know practical ways to manage puberty including who to talk to if they need help in school. Skills 1. Be able to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally 2. Be able to identify external genitalia and reproductive organs about the physical and emotional changes during puberty Wonder 1. <i>I wonder why the age of puberty has decreased.....</i> Experiences & Provocations Pupils will experience the curriculum: a. Within formally taught PSHE and RSE lessons b. Through whole school and key stage assemblies c. Through Daily 5 activity d. Through their daily lived experience in and around school Vocabulary - Tier 3 Subject Specific Parents, genes, egg, sperm, ovaries, womb, characteristics, mannerisms, puberty, menstrual cycle, periods, vulva, ovaries, hormones, emotions, control, change, acceptance
Year 5 PSHCE & RSE Curriculum	
Autumn Term 1	Summer Term 1
Being Me in My World	Healthy Me
Core Knowledge	Core Knowledge

1. Pupils will know how to face new challenges positively and how to set new goals. 2. Pupils will know about the rights and responsibilities they have as a citizen of this country. 3. Pupils will know how different people living in this country have different experiences. 4. Pupils will know how their actions affect others. 5. Pupils will know how their actions lead to rewards and consequences and will make choices based on this. 6. Pupils will know how an individual's behaviour can affect a group. 7. Pupils will know how democracy helps to create a community and know how to participate in this. Hinterland Knowledge • Pupils will know the different types of discrimination – racism, sexism, homophobia • Pupils will know how to speak to adults in school and know the DSLs to speak to • Pupils will know how democracy works in the country as well as the school and the benefits of this. Skills • Pupils will develop being able to explain • Pupils will develop being able to judge • Pupils will develop being able to justify • Pupils will develop being able to empathise Wonder • <i>I wonder how situations are dealt with in school and in wider society</i>	1. Pupils will know the risks of smoking and how tobacco can harm the lungs, liver and heart. 2. Pupils will know the risks of alcohol including leading to anti-social behaviour and the negative effects on the heart and the liver. 3. Pupils will know how to put into practice basic emergency aid procedures and know to contact the emergency services for help. 4. Pupils will know that the media, social media and celebrities promote certain body images. 5. Pupils will know that people have different attitudes towards foods which may come from external influences. 6. Pupils will know what makes a healthy lifestyle and the choices that they need to make to be happy. Hinterland Knowledge • Pupils will know <i>how to speak to safe adults in the school if they're concerned for there's or someone else's safety.</i> • Pupils will know how to keep themselves safe in positive risk-taking situations as well as negative. • Pupils will know how to take care of others. Skills • Pupils will develop being able to identify. • Pupils will develop being able to summarise • Pupils will develop being able to explain. • Pupils will develop being able to empathise.
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- *I wonder who to speak to if I have concerns.*
- *I wonder how to challenge situations respectfully without putting myself at risk.*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Linking it to our own school environment.
- Thinking about democracy in our country and in the world.

Vocabulary - Tier 3 Subject Specific

Education, appreciation, opportunity, leadership, challenge, rights, responsibilities, citizenship, denied, refugee, persecution, asylum, migrant, poverty, wealth, prejudice, collaboration.

Celebrating difference

Core Knowledge

1. Pupils will know that cultural differences can sometimes cause conflict.
2. Pupils will know what racism is.
3. Pupils will know that rumour spreading and name calling are types of bullying behaviour.
4. Pupils will know the difference between direct and indirect forms of bullying.

Wonder

- *I wonder how to look after other people.*
- *I wonder why people choose to do things which can damage their bodies.*
- *I wonder how to speak to adults.*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Learning basic first aid.
- Using role play
- Using scenarios.

Vocabulary - Tier 3 Subject Specific

Healthy behaviour, less healthy behaviour, informed decision, pressure, media, influence, smoking, vaping, alcohol, recovery position, emergency, body image, social media, altered.

Relationships

Core Knowledge

1. Pupils will know how their characteristics and personal qualities help to form their identity.
2. Pupils will know that belonging to an online community can have positive and negative consequences.
3. Pupils will know there are rights and responsibilities in an online community or social network.

5. Pupils will know how to compare their lives to people's lives in the developing world. 6. Pupils will know and reflect on different cultures to their own. Hinterland Knowledge - Pupils will know what to do if they come across bullying or any type of discrimination. - Pupils will know how racism and discrimination have changed over time. - Pupils will know about online forms of bullying. Skills - Pupils will develop being able to recognise - Pupils will develop being able to explain - Pupils will develop being able to identify - Pupils will develop being able to empathise. Wonder <i>I wonder how to tackle direct and indirect forms of bullying.</i> <i>I wonder why some people discriminate against others.</i> <i>I wonder what similarities there are between my life and the life of someone living in a developing country.</i> Experiences & Provocations - Pupils will experience the curriculum by: - Role play - Scenarios - Linking it to their experiences in school currently and past experiences.	4. Pupils will know there are rights and responsibilities when gaming online. 5. Pupils will know that there should be a limit to screen time to support with physical and mental health. 6. Pupils will know how to stay safe with communicating with friends online. Hinterland Knowledge - Pupils will know how to use reliable sources when researching. - Pupils will know why some media promotes stereotypes and uses fake news. - Pupils will know how to report unsafe content online. Skills - Pupils will develop being able to identify. - Pupils will develop being able to recognise. - Pupils will develop being able to explain. - Pupils will develop being able to evaluate. - Pupils will develop being able to judge. Wonder <i>I wonder why media promotes stereotypes and fake news.</i> <i>I wonder how I make sure facts I research are true.</i> <i>I wonder how I react if I see something unsafe online.</i> Experiences & Provocations - Pupils will experience the curriculum by:
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Vocabulary - Tier 3 Subject Specific Culture, conflict, difference, similarity, belong, banter, racism, discrimination, prejudice, homophobic, cyber bullying, texting, indirect, direct, developing world, continuum.	• Discussing the positives and negatives of the internet and media. • Being detectives into whether websites are to be trusted or not. Vocabulary - Tier 3 Subject Specific Self-esteem, responsibility, age restrictions, social network, online community, online, offline, fake news, age restrictions, gaming, gambling, trolled, screen time.
Autumn Term 2	Summer Term 2
Celebrating difference continued – see above Dreams and Goals Core Knowledge 1. Pupils will know that they will need money to help them to reach some of their dreams. 2. Pupils will know about a range of jobs that people around them do and the amount of money that different jobs offer. 3. Pupils will know some of the jobs that they might want to do when they're older and some of the skills they'll need to achieve it. 4. Pupils will know about the dreams and goals that some people from other cultures have and how this is similar or different to their own. 5. Pupils will know that we can learn from people from other cultures and they will know ways that we could support each other. 6. Pupils will know how important it is to support others to reach their goals and about different ways that they could do this.	Relationships continued – see above Changing Me Core Knowledge 1. Pupils will know about their own self-image and how body image links to this building on their self-esteem. 2. Pupils will know about the physical and emotional changes that girls go through during puberty. 3. Pupils will know how boys' and girls' bodies change during puberty. 4. Pupils will know the changes that take place when leading to becoming a teenager. Hinterland Knowledge • Pupils will know that everyone is different and bodies will change at different rates.

Hinterland Knowledge • Pupils will know how resources are allocated in their local area. • Pupils will know the difference between local areas and the resources available depending on where you live. • Pupils will know what the most common jobs are in the area and compare it to other places. Skills • Pupils will develop being able to explain. • Pupils will develop being able to justify. • Pupils will develop being able to empathise. • Pupils will develop being able to compare. Wonder • <i>I wonder how resources are used in our area.</i> • <i>I wonder how I can help my local environment.</i> • <i>I wonder what jobs people do around Wymondham.</i> Experiences & Provocations • Pupils will experience the curriculum by: • Helping their local environment in a project. Vocabulary - Tier 3 Subject Specific Dream, money, lifestyle, career, profession, salary, contribution, society, motivation, culture, inequality, aspiration, sponsorship.	• Pupils will know how to speak to adults in school and know the DSLs to speak to Skills • Pupils will develop being able to explain • Pupils will develop being able to judge • Pupils will develop being able to justify • Pupils will develop being able to empathise Wonder • <i>I wonder whether puberty is the same all over the world.</i> • <i>I wonder who to speak to if I have concerns.</i> Experiences & Provocations • Pupils will experience the curriculum by: • Linking it to our own school environment. • Having open conversations where pupils feel comfortable to ask questions. Vocabulary - Tier 3 Subject Specific Self-image, self-esteem, affirmation, puberty, menstruation, periods, ejaculation, wet dreams, facial hair, growth spurt, hormones, teenager, milestone, responsibilities.
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Year 6 PSHCE & RSE Curriculum	
Autumn Term 1	Spring Term 1
Being Me in My World Core Knowledge 1. Pupils will know how to set goals for the year and will know that worries about the coming year are normal and will be able to express these. 2. Pupils will know about the universal rights for children and will know that for some children, these rights aren't met. 3. Pupils will know how actions can affect people nationally and globally.	Healthy Me Core Knowledge 1. Pupils will know how to take responsibility for their health and make choices to support their health and wellbeing. 2. Pupils will know about different types of drugs and their effects on the body. 3. Pupils will know about exploitation and that people can be made to do things that are against the law.

4. Pupils will know about their rights and responsibilities and how these link to the choices that they make with their behaviour linking to rewards and consequences.
5. Pupils will know that an individual's behaviour can affect the group.
6. Pupils will know how democracy can positively impact the school community.

Hinterland Knowledge

- Pupils will know how democracy differs in other countries.

Skills

- Pupils will develop being able to explain
- Pupils will develop being able to empathise

Wonder

- *I wonder how I can go about achieving my goals.....*
- *I wonder whether all children have the right to democracy in schools.....*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Learning about the UN and the rights of the child in humanities.
- Use photos, videos
- Explore news stories and case studies

Vocabulary - Tier 3 Subject Specific

4. Pupils will know about gangs and the risks that are linked to them.
5. Pupils will know what it means to be 'emotionally well' and are aware of attitudes towards mental health/illness.
6. Pupils will know about stress and the triggers that can cause this and the link between this and drugs and alcohol.

Hinterland Knowledge

- Pupils will know about the risks and effects of different drugs
- Pupils will know how to ask for help if they need it.
- Pupils will know about peer pressure and the effect that this can have on their ability to make the right choices.

Skills

- Pupils will develop being able to justify
- Pupils will develop being able to critique
- Pupils will develop being able to reason
- Pupils will develop being able to evaluate

Wonder

- *I wonder why people start taking drugs and drinking alcohol?*
- *I wonder if someone will try and pressure me to take drugs?*
- *I wonder what would happen if someone tried to get me to join a gang?*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Exploring news stories and articles
- Exploring different scenarios and using role play

Choice, Ghana, cocoa plantations, education, community, democracy, empathy, opportunity, consequences, obstacles, collaboration, legal, illegal.

Celebrating difference

Core Knowledge

1. Pupils will know that there are different perceptions to what normal is and that everyone is different and that's okay.
2. Pupils will know why some people are considered different and the way that this can make them feel.
3. Pupils will know about different ways that someone can have power over others and what to do in these situations.
4. Pupils will know why some people use bullying behaviours.
5. Pupils will know that people with disabilities can lead amazing lives and will know stories of this happening.
6. Pupils will know why difference can be a source of conflict as well as a celebration.

Hinterland Knowledge

- Pupils will know that everyone is unique.
- Pupils will know that there are many different types of 'difference' and will know examples of these.

Wonder

- *I wonder what different cultures view as 'normal'.*
- *I wonder what would happen if no one was discriminated against because of their differences.*
- *I wonder how the Equality Act supports people with disabilities...*

Vocabulary - Tier 3 Subject Specific

Responsibility, choice, prevention, prescribed, motivation, unrestricted, illegal, substances, psychoactive substances, synthetic highs, vulnerable, drugs, criminal, anti-social behaviour, triggers, pressure.

Relationships

Core Knowledge

1. Pupils will know that struggling with mental health is nothing to be ashamed of and will know how important it is to look after their mental health.
2. Pupils will know how to help themselves and others if they're struggling with their mental health.
3. Pupils will know about the different stages of grief and that there are different types of loss that cause grief.
4. Pupils will know how to notice situations in which someone is trying to gain power or control over others.
5. Pupils will know how to judge whether something is safe and helpful online.
6. Pupils will know how to use technology positively and safely when communicating with their friends online.

Hinterland Knowledge

- Pupils will know about the benefits of safe internet use
- Pupils will know how to report inappropriate online content or contact
- Pupils will know how money can be gained or lost e.g. stolen, through scams etc...

Experiences & Provocations • Pupils will experience the curriculum by: • Talking about their own experiences • Using case studies Vocabulary - Tier 3 Subject Specific Normal, disability, visual impairment, perception, assumption, Equality Act, empathy, imbalance, harassment, Paralympian, accolade, stamina, admiration.	Skills • Pupils will develop being able to justify • Pupils will develop being able to interpret • Pupils will develop being able to empathise. Wonder • <i>I wonder why people start gambling?</i> • <i>I wonder why there are age restrictions?</i> • <i>I wonder what happens when people take your personal information, online?</i> Experiences & Provocations • Pupils will experience the curriculum by: • Researching the internet • Reading case studies and newspaper articles • Using videos Vocabulary - Tier 3 Subject Specific Mental health, stigma, support, stress, loss, grief, denial, despair, guilt, shock, anger, acceptance, power, control, authority, bullying, assertive, risks, pressure, influences, self-control, AI, communication, technology.
Autumn Term 2	Spring Term 2
Celebrating difference continued – see above Dreams and Goals	Relationships continued – see above Changing Me

Core Knowledge

1. Pupils will know their learning strengths and can set themselves achievable goals that challenge them.
2. Pupils will know how to motivate themselves and to create learning steps to help them to meet their goals.
3. Pupils will know the problems in the world that concern them and can talk to other people about them.
4. Pupils will know that in order to make the world a better place that people have to work together.
5. Pupils will know what people in the class admire about them and can accept praise.

Hinterland Knowledge

- Pupils will know how to work together to meet their goals.
- Pupils will think about problems in school and solutions to resolve them.

Skills

- Pupils will develop being able to observe
- Pupils will develop being able to judge
- Pupils will develop being able to summarise.

Wonder

- *I wonder how people I admire reach their goals.*
- *I wonder what goals I'd need to set to reach my chosen career.*
- *I wonder whether it's easy for everyone to set goals to reach their dreams or whether it makes a difference where you live in the world.*

Core Knowledge

- Pupils will know about their own self-image and that body image is a part of this.
- Pupils will know about the changes to boys' and girls' bodies during puberty and the emotional and physical impact that this has.
- Pupils will know how a baby develops from conception through to the nine months of pregnancy and how a baby is born.
- Pupils will know that physical attraction can change the nature of the relationship between two people and will understand about being in a romantic relationship.
- Pupils will know how to maintain their own identity as well as having positive relationships with others.
- Pupils will know about the importance of self-esteem and ways that they can develop this.
- Pupils will know how babies are conceived through sexual intercourse.
- Pupils will know about consent and the age of consent.
- Pupils will know about the transition to secondary school and what they're looking forward to and the worries that they might have.

Hinterland Knowledge

- Pupils will know how to recognise some of the changes as they grow up e.g. increasing independence
- Pupils will know how to identify the links between love, committed relationships and conception

Experiences & Provocations • Pupils will experience the curriculum by: • Discussing and exploring different case studies • Using online resources Vocabulary - Tier 3 Subject Specific Dream, learning, challenge, barrier, admiration, realistic, achievement, learning steps, suffering, global, issue, contribution, recognition.	• Pupils will know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • Pupils will know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • Pupils will know that pregnancy can be prevented with contraception • Pupils will know about the responsibilities of being a parent or carer and how having a baby changes someone's life Skills • Pupils will develop being able to sequence • Pupils will develop being able to describe • Pupils will develop being able to explain Wonder • <i>I wonder what happens as a baby grows in its mother's womb?</i> • <i>I wonder how a baby is made?</i> • <i>I wonder whether high school will be really different to primary school....</i> Experiences & Provocations • Pupils will experience the curriculum by: • Using videos, diagrams and books • Using suggestion/question boxes • Vocabulary - Tier 3 Subject Specific
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	Celebrity, self-esteem, contraception, conception, sexual intercourse, consent, puberty, pregnancy, placenta, embryo, foetus, umbilical cord, contractions, labour, caesarean, independence, identity, values.
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