PSHE & RSE
Curriculum Overview

"Children are the living messages we send to a time we will not see."
John F. Kennedy

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AT CAMBRAI, WE BELIEVE THAT PSHE IS ESSENTIAL TO DEVELOPING CHILDREN BEYOND THE ACADEMIC AND WILL PREPARE OUR CHILDREN TO BE CITIZENS OF THE WORLD.

Intent – WE AIM TO…

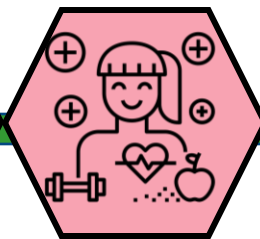|					
Equip children with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society.	Teach children to understand how they are developing personally and socially, and to better understand and respect the feelings of others.	Teach children to become healthy, independent and responsible members of society.	Equip children with a sound understanding of risk, with the knowledge and skills necessary to make safe and informed choices.	Ensure children are aware of their rights and responsibilities in society to prepare them for the wider world.	Help children to understand their own identities and their place in our school family and wider community, developing their sense of self-worth through positively contributing to these.

Implementation – HOW DO WE ACHIEVE OUR AIMS?

Our PSHE curriculum is designed to include 8 key concepts that are revisited and built upon each year:
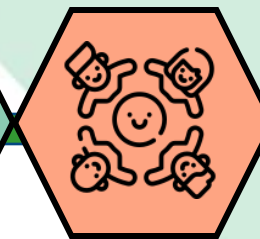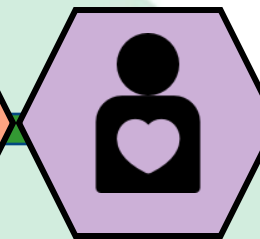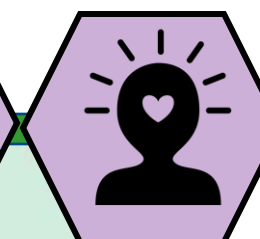
Relationships   My Body and My Health   Life Cycles   Keeping Safe & Looking After Myself   People Who Help Me   Feelings and Attitudes   Mental Wellbeing   Living in our World

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Strong Foundations

Within Early Years, children learn how to settle into the expected routines of their new setting before learning more about how to interact with others. They find out about how to stay safe and healthy in the world around them and how to care for themselves. Towards the end of the year, they begin to prepare for moving into Year 1 in line with the Trust Ready expectations, focusing on their identity within the school.

This learning follows the objectives in the following strands of the EYFS Framework:
- Understanding the World
- Personal, Social & Emotional Development
- Communication & Language

Developing Key Skills

Children learn a range of skills in PSHE. We have identified six key skills which are reinforced across PSHE learning in all year groups.

listening   communicating   empathising   being responsible   managing change   reflecting

Timetabling

PSHE takes place weekly for around 45 minutes. This can incorporate lessons linked to online safety or careers following our long-term and medium-term planning. Some sessions are shorter and some are longer depending on the content.

Structured sessions

PSHE lessons follow a similar framework from Year 1 to 6:

Simmering Pot focuses on key knowledge from previous learning and includes areas that will prepare the children for today's learning.

Sharing a clear set of ground rules to be followed during discussions

Games to encourage group participation.

The main teaching part of the lesson which focuses on the unit focus and the lesson question.

Independent, paired or group work, or a class discussion linked to the lesson question

A reflection of the learning, referring back to the lesson and unit focus.

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A Progressive Curriculum

Our curriculum is designed using the materials from the PSHE Association to support its delivery. Each unit of work is structured around an overarching question with each session focusing in on developmentally appropriate questions that will help to answer the key question.

Our curriculum focuses in on eight key themes:
- Relationships
- My body and my health
- Life Cycles
- Keeping safe and looking after myself
- People who help me
- Feelings and attitudes
- Mental Wellbeing
- Living in our world

Children will be regularly exposed to all of these themes over the course of their school career. Our Long Term Plan is colour-coded to show the development of this spiral curriculum as children move through our school. It is recognised that these themes overlap, however each unit of work focuses in on the main theme.

Online safety is identified on our PSHE and RSE Long Term Plan and is taught through PSHE and Computing lessons and whole school assemblies.

Making Progress

In our curriculum, to make good progress in PSHE, children develop a better understanding of themselves, others, world around them, challenges of living in Modern British society. They have a deepening understanding of our key themes and learn knowledge, make connections and build on their prior learning in order to become well-equipped when making decisions linked to their wellbeing, health and relationships.

Recording Work

Work in PSHE is recorded in a variety of ways to capture the nature of the session. If children complete independent tasks, this is recorded in their individual PSHE books. Children will receive both verbal and written feedback in order to aid progress in PSHE and RSE. When work is completed in relation to the Global Citizenship units, it is recorded in the whole school Global Citizenship Book.

Assessment

PSHE and RSE are assessed through different formative assessment measures. Initially, they are assessed through direct intervention within lessons. Prior knowledge is checked and revisited through the class of 'Key of Knowledge' which is revisited several times each week and through a memory bag of items in Reception. Children's knowledge is assessed through ongoing observations of the independent, paired and group activities they undertake **Children also complete a short, low-stakes quiz at the end of a unit of work to assess whether they are able to answer the unit question** For summative outcomes, teachers use all of this knowledge to assess whether each child is working at the expected standard each term, learning the planned curriculum and keeping pace with it, if not this is recorded and targeted over the next term.

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Exposure to a range of Careers

Over the course of their schooling, children will explore a range of careers linked to the units they study. These careers have been selected to represent and broaden the children's horizons and inspire them to think about their futures through a diverse and interesting range of careers.

Reading in PSHE

Books are an integral part of our PSHE curriculum. They are shared to promote our school virtues, develop empathy, provoke thought and to learn. A variety of fiction and non-fiction books are used to support curriculum delivery. Many of the books on our reading spine also link to themes explored within PSHE, allowing children to experience these across the school day.

Strong Vocabulary Development

Key vocabulary is identified for each unit. It is explicitly taught by staff and used by children so that they develop their emotional literacy.

Spoken Language Development

Children develop their spoken language skills across each unit of the PSHE curriculum. Our PSHE lessons always include an element of discussion. and so children are encouraged to express their views within this safe environment. Children will use the language of evaluation and explanation when sharing their own views and could use the language of argument to show agreement and disagreement with the views of others. They develop their use of the language of comparison when comparing and contrasting different views. When considering statements, they may use the language of deduction to help share their assumptions based on what they already know.

Wider Promotion of PSHE

PSHE is promoted outside of the dedicated lessons through a range of different opportunities. Our weekly assemblies focus on our core school virtues which are intertwined with British Fundamental Values. Assemblies are carefully planned to hone in on particular virtue linked to calendar events or to celebrate children's achievements linked to these. Some assemblies focus on particular awareness days/weeks. Children also have a story assembly each week with a clear focus on equality and diversity.

Where relevant, children access additional opportunities and workshops outside of the planned curriculum. We also invite visitors to complement our curriculum through our strong community links, linked to helping to keep children safe in the local area or to health and wellbeing.

We promote healthy living by ensuring that the children eat healthily and have opportunities to be active during break and lunchtimes.

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ENSURING THE MOST VULNERABLE UNDERSTAND HOW TO KEEP THEMSELVES SAFE

We ensure that those that need to protect themselves the most understand how to keep themselves safe through:
- Overlearning
- Pre-teaching
- Use of assessment
- Post-teaching
- Key content is decided and highlighted
- Chunking information when teaching
- Following the Trust Curriculum For All (next page)

LOCAL NEED

At Cambrai, we have used Public Health Data for Richmondshire to determine the most essential priorities for our local area. The most current data highlights alcohol, smoking, substance misuse, road safety and hospital admissions as areas of concern for young people.

Alongside this, we also use the school's locality to determine other key priorities. The fastest flowing river in the country runs through Catterick, the River Swale and as such, we have ensured that water

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AMBITION FOR ALL

We want all children to develop their confidence, resilience and self-esteem, learn to identify and manage risk and make informed choices within our curriculum. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. It is essential that all children develop an understanding of themselves, become empathetic and are able to work with others in order to form and maintain positive relationships, develop the essential skills for future employability and better enjoy and manage their lives.

All children's needs and barriers are carefully considered, whether these are SEND needs which require addressing or particular talents and strengths that require nurturing. We follow the Lingfield Education Trust 'Curriculum for ALL' guidance to ensure that all children can show the best version of themselves through our curriculum.

Ambition for ALL | Special Educational Needs

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Cognition & Learning Needs
- Recognise the increased vulnerabilities of learners and ensure that the key safety messages are delivered in an age and stage appropriate way with regular checking of understanding
- Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information)
- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Use of additional adult when possible
- Differentiated outcomes and tasks
- Simpler versions of text so that reading materials match the child's reading ability
- Mixed ability groupings/paired work/peer support
- Writing frame/structured activities,
- Task targets/clear success criteria. Splitting up tasks into smaller units of work
- Visual stimuli/hooks- turn abstract in to concrete
- An appreciation that this might be the area where the child excels

Communication & Interaction Needs
- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- Pre-teaching vocabulary, vocabulary maps/word banks
- Use of visuals to support understanding of key concepts
- Use of own communication methods / aids – such as PECS, Makaton, writing, drawing

Sensory / Physical Needs
- Awareness of sensory needs, modification of learning environment (light, sound, seating)
- Modifying visual resources e.g. pictures, text
- Written sources may be converted to auditory form
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods – e.g. role-play, using the interactive whiteboard with pupil involvement.

SEMH
- Pre-emptively pre-teach sessions for when the teaching of the curriculum and personal beliefs may conflict

Ambition for ALL | The Most Able

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Indicators that children may be working above their age related expectations
- Pupils demonstrate an emotional intelligence and an understanding of issues beyond their chronological age
- Pupils use their knowledge and understanding of PSHE and apply this knowledge when reading wider texts
- Pupils use knowledge and understanding of PSHE to make connections between topics covered and different issues
- Pupils demonstrate a confidence to question and debate real life issues

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RSE Statutory Guidance

Mental Health Support

Children at Cambrai have access to additional support with their mental health. These are offered at three levels, universal, targeted and specialist and this is outlined below.

Our PSHE curriculum is designed to incorporate all of the statutory guidance from the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' document from 2021, as well as going beyond this in other areas such as money and finance. Our Medium Term Plans set out how each unit links to this statutory guidance, incorporating the following areas:

- Relationships Education
  - Families and people who care for me
  - Caring friendships
  - Respectful relationships
  - Online relationships
  - Being safe
- Physical Health and Mental Wellbeing
  - Mental Wellbeing
  - Internet safety and harms
  - Physical health and fitness
  - Healthy eating
  - Drugs, alcohol and tobacco
  - Health and prevention
  - Basic first aid
  - Changing adolescent body

Universal

- PSHE Lessons, Mental Wellbeing strand
- Assemblies
- Whole school worry box
- Qualified Senior Mental Health Lead
- Pupil Voice Conference
- Anti-bullying policy
- Wealth of extra-curricular opportunities
- Pupil Parliament so that children's voice is heard
- Regular family events
- Signposting for parents

Targeted

Service Pupils Champion
Mindfulness Club
FEAST

Fundamental British Values

Fundamental British Values are interwoven throughout our PSHE curriculum. They are referred to consistently through whole school assemblies and events. We actively promote the values and challenge opinions or behaviours that are contrary to Fundamental British Values.

Specialist

- Educational Psychology
- Therapeutic counselling
- SEMH Hub
- Bereavement support – Just B
- Early Help

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IMPACT – HOW WILL WE KNOW WE ACHIEVED OUR AIMS?

Children confidently talk about their learning and show an understanding that our world is diverse.

Children use language to describe emotions and they interact appropriately in social situations.

Children make healthy choices in their friendships, the exercise they engage in and the food that they eat.

Children can talk about potential risks to their safety in person, in social situations and when online, and suggest ways to mitigate these.
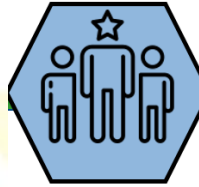
Children demonstrate responsibility in their behaviour and engagement with others, and understand that there are consequences for poor choices.
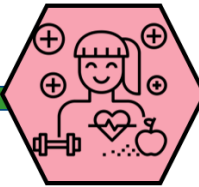
Children can talk about what makes them unique and their part in our school family. They engage with the wider community through school, making positive contributions.
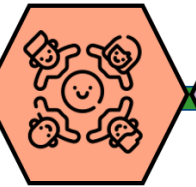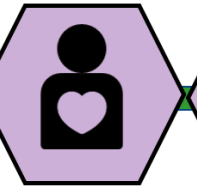
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Relationships
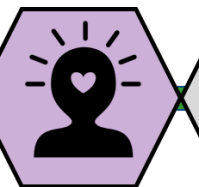
My Body and My Health

Life Cycles

Keeping Safe & Looking After Myself
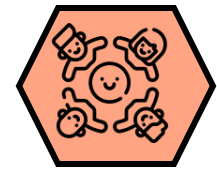
People Who Help Me

Feelings and Attitudes

Mental Wellbeing

Living in our World

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People Who Help Me

Reception	Year 1	Year 2	Year 3
• Who are the people in our community who can help us? • Who can I ask if I need to know something? • Who can I go to if I am worried about something? • **Why should I ask an adult if I can use a computer, phone or tablet?**	• Who can I ask for help? • **Who can I tell my worries to?** • **Who needs to know when I am online?**	• What can I do if I need to know something? • What can I do if I am worried about something? • **Who can I talk to if I see something that worries me online?** • What is a bystander?	• How do the people school staff keep me safe? • Who do I tell if I am worried about someone else? • How can I report concerns about something I've seen online?

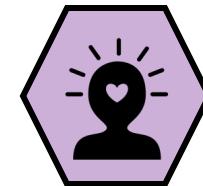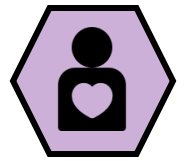| Year 4	Year 5	Year 6
• **What does it mean to trust someone?** • **Who are my trusted people?** • **What would school staff do if I told them my worries?** • **Can you trust everyone you meet online?**	• How do I know if someone is trustworthy? • Can I ever be sure that who I am talking to online is 'real'? • What should I do if I think someone is being harmed or bullied online?	• What is a digital persona? • When can I legally use social media?

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Text in red are key questions to revisit and check pupil understanding as they are core concepts for all to grasp.

Relationships

Reception	Year 1	Year 2	Year 3
• **Who is in my family?** • Who do I look after? • What can other people do to make me feel good?	• What do I like about my friends? • What do my friends like about me? • **What can other people do to make me feel good?** • **What is bullying?**	• Why are friends important? • What can I do to make other people feel good? • **Why are some parents married and some not?** • **What do I do if I think I'm being bullied?** **Also – See GC Unit for this year**	• How can I be a good friend? • What are the characteristics of a good friendship? • Why can it be fun to have friends who are different to me? • How do friendships change? • How can I make up with someone if we've fallen out? • **How do I know if I'm being bullied?** • **What do I do if I'm being bullied?**

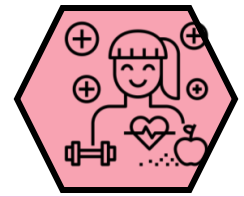| Year 4	Year 5	Year 6
• How do I fix a friendship issue? • Why are strong friendships welcoming of others? • If my friend moves away, what can I do? • What are the characteristics of a healthy family life? • What does a family look like? • **What is a same-sex partnership?** • **What do the words 'lesbian' and 'gay' mean?** • **What is discrimination and what is homophobia?** • What do I do if I am being bullied in person or online?	• What are the important relationships in my life now? • Do all friendships last forever? • What is a healthy relationship? • What are relationship boundaries – and how are they different with different people (parents, friends, siblings, strangers etc) • **What are the 'protected characteristics'?** • **What is acceptable touching and behaviour amongst my peers?**	• How can I safely stay in touch with people who I don't see anymore? • **Why do people get married or have a civil partnership?** • What is the 'Equality Act'? • **What is child on child abuse and how do I report it if I recognise it?** • What is the difference between discrimination and harassment?

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Reception	Year 1	Year 2	Year 3
• How am I feeling? Do I know why? • **Can I identify my feelings using picture cues?** • Do I know I can speak to adults about my feelings and emotions? • Can I use 'Feelings books' to recognise my feelings?	• How can we keep our mind healthy as well as our bodies? • Can I identify my feelings and emotions using picture cues? • What is loneliness? • **Do I know where I can get help in school?**	• Do I only feel one emotion? • **How can we talk about our emotions – and why is it important?** • Can I identify other people's feelings and emotions using picture cues? • **Do I know how to seek advice if I am being cyber bullied?** • How does coming to school help my mental well-being?	• What is a scale of emotion? • **How do my emotions affect my behaviours?** • **What are MY self-care techniques? How do I know when I need them?** • What are the benefits of being outdoors in promoting good mental health? • What is the impact of cyber bullying and bullying on someone's mental health? • What is a mental health first aider?

Year 4	Year 5	Year 6
• **Why is mental wellbeing as important as my physical health?** • How can exercise impact positively on mental health? • What is isolation? • **Do I know that some illnesses can't be seen? (mental health issues)**	• **How can we talk about mental health?** • Can I understand the contributions of organisations and wider agencies to help promote mental health and well-being? (Childline, Mind etc.) • Do I know the signs and symptoms of a mental health illness? • What is a counsellor?	• What agencies are local to Catterick Garrison that can help with my well-being? (Foodbank etc.) • **Do I understand how social media can be both positive and negative on my well-being?** • Why do some people, including celebrities, not have a social media account?

Mental Wellbeing

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Feelings and Attitudes

Reception	Year 1	Year 2	Year 3
• What do I have to do for myself now I am at school? • **Do I understands the school rules?**	• **How can I show that I am a 'good person' and not just well behaved?**	• **What makes me feel good?** • **What makes me feel bad?** • Which changes could be good changes – and which changes can worry us? Why?	• How do I know how other people are feeling? • **What is respect – and how do I show it – especially if they are very** different to me? • Why should I be respected – and be respected by others?

Year 4	Year 5	Year 6
• How do I feel about growing up and changing? • How can I cope with strong feelings? • **What is 'character' – and what is mine?** • Can we change our character? • What influences my character? • **What are 'stereotypes' and why do people have them?**	• **How can I say 'no' to someone without hurting their feelings?** • What should I do if my family or friends don't see things the way I do? • **Can I believe everything I see on the TV about 'perfect bodies' to be true?**	• What should I do if I feel I am being pressured into doing something? • **How can I prepare myself for leaving primary school?**

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	Reception	Year 1	Year 2	Year 3
Keeping Safe and Looking After Myself	• Why do I have to be clear about knowing 'yes', 'no, 'I'll ask' and 'I'll tell'? • **I understand the rules of school and why they keep me safe.** • What are the rules for crossing the road?	• See 'people who help me' • What are the rules of food hygiene? How can I keep my food safe for my friends? • **What would I do if I was lost?** • **What is a stranger?** • **Why is playing with matches and fire so dangerous?**	• **Which parts of my body are private?** • **When is it OK to let someone touch me?** • How can I say 'no' if I don't want someone to touch me? • **Who should I tell if someone wants to touch my private parts?** • What is 'personal space' and how close is 'too close'? • What is the firework code – and why is it so important? • What is a secret?	• What are good habits for looking after my growing body? • **What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?** • What new things do we have to think about to keep us safe now we are in the juniors (road safety, online, personal responsibility)? • **What are the dangers of deep water? How can I keep myself safe around water?**

	Year 4	Year 5	Year 6
	• **When is it good or bad to keep secrets?** • What is the difference between a secret and surprise? • Should we ever take risks? And if we do, how can we do this safely? How can we assess a risk? • **What can impact how much personal space someone needs?** • How will I safely walk to and from school without an adult?	• What is the difference between a risk, hazard and danger? • What is cold water shock? Why is it so dangerous? • How can I keep myself safe whilst exploring our local area (hill walking, playing out)	• What do we mean that choices can have positive, neutral and negative consequences)? (begin to understand the concept of a 'balanced lifestyle.) • **How does drinking alcohol and using drugs affect the way people behave?**

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My Body and My Health

Reception	Year 1	Year 2	Year 3
• **Why are girls' and boys' bodies different?** • Why and when do I need to wash my hands? • How do I keep myself safe in the sun? • How can I look after my teeth?	• **What do we call the different parts of girls' and boys' bodies?** • How can I look after my new adult teeth? How long will they need to last me? • How can I keep myself healthy? (exercise, food, sleep). • **Who does my body belong to?** • **How do we call for emergency help (999) – and when would we call?**	• How has my body changed since I was a baby? • **How can I help stop diseases spreading in school (washing hands, using tissues etc)?** • **Why are medicines locked away and why can't we take other people's medicines?** • How often should I be exercising? • What is a healthy diet? • What is personal space?	• **What is the difference between prescription and non-prescription medicines?** • **What are the benefits of a healthy lifestyle?** • What are the risks of an inactive lifestyle? • **Why is sleep so important?** • What is good, bad and necessary physical touch?

Year 4	Year 5	Year 6
• What does a healthy lifestyle look like? • Why is my body changing? • Why are some girls in my class taller than the boys? How do girls and boys grow differently? • How do people's bodies show their thoughts and feelings? • **Why is diversity a good thing?** • What are the similarities and differences between boys' and girls' bodies? • **Should boys and girls behave differently?** • How do I respect other people's personal space?	• What is puberty and what are hormones? • **What body changes do boys and girls go through at puberty and do all bodies look the same?** • How can I look after my body during puberty? • **How do girls manage their periods?** • **What is the menstrual cycle?** • **Why do boys get erections?**	• What does smoking/vaping do the body? • What does drinking alcohol do to the body? • Why are some drugs 'good' and some drugs 'bad' for our immediate and future health? • What is immunisation and vaccination? • What are the basic concepts of first aid and can I help others confidently? (First aid workshop)

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	Reception	Year 1	Year 2	Year 3
Life Cycles	• **How are other children similar and different to me?**	• **How much have I changed since I was a baby?**	• How has my body changed since I was a baby?	• How do different animals look after their babies before and after birth?

	Year 4	Year 5	Year 6
	• What does a new baby need to be happy and healthy?	• How does a baby develop?	• What is the difference between 'Sex' and 'Sexual Intercourse'? • Does conception always happen or can it be prevented?

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	Reception	Year 1	Year 2	Year 3
Living in Our World	• **Do some families celebrate different things and occasions to mine? Why?** • What are my responsibilities as a child in school (sharing, taking turns, manners etc). • How do I know I'm part of 'Team Cambrai'?	• Why do we need rules? What would it be like without them? **Also – See GC Unit for this year**	• What do we like to spend our money on – and how can we keep it safe? • **Why is saving a good idea?** **Also – See GC Unit for this year**	• Why does a country with lots of different cultures and customs make an interesting and lively place to live? • **What is a democracy and how do we know we are part of one?** **Also – See GC Unit for this year**

	Year 4	Year 5	Year 6
	• Does everyone earn the same amount of money – and is this fair? • What is a community? • Why does the world need charity? • **What are our 'fundamental British values'?** • **How is democracy linked to our government formation?** **Also – See GC Unit for this year**	• **What is a 'loan', 'interest' and 'debt'?** • **What is tax and how does it help our country?** • What does the government have to spend our money on? • Are all countries a democracy? • What does democracy look like in our local area? **Also – See GC Unit for this year**	• What is the difference between 'value' and cost'? • **Why does the UK give so much in overseas aid?** • How and why does the media promote its own sense of reality? • What is a pressure group? Do they always fight for good? **Also – See GC Unit for this year**

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	Year 1 Me!	Year 2 My family!	Year 3 Where I live!
Global Citizenship	• Where does the money come from to pay for the fun things we like doing? • What kinds of jobs do we know about? • What do adults spend money on? Do they always have a choice? • What do you spend your money on? Do you always have a choice? • Who pays for the library / park / sports centres to be built? What happens if someone spoils them or steals from them?	• What things do you need as an individual? What things do you want? What is the difference? Would everyone in your class choose the same items? • What kinds of things do families need to pay for? • Which kinds of jobs do people in our families do? Do they all work the same hours and in the same ways? • Can you share out some pretend money for your family – deciding between needs and wants appropriately? Can you pay the needs first (taxes, food, bills etc)	• What is a community? What is your community? Who lives in your community? • Why are we allowed to go where we like in our community and the UK? What is liberty? • What facilities are available in your community? What businesses are available in your community – other than the shops! What religious buildings are within your community? Who visits these? • Which times does the community come together? What is the benefit of everyone joining in? • How has the community developed over time? Who has joined the community and what have they brought to it? • How is the community represented? Who speaks for the community and how are they chosen? • Which members of the community are paid for? E.g. Police Officer, Fireman, Teacher. Can you identify public sector workers? How are these people paid for?
	Pay, jobs, work, facilities, money, bank, tax, pocket money, choice, council, government, difference, respect, culture.	**Family, extended, goals, achieve, needs, wants, luxuries, job, full time, part time, shifts, pay, taxes, bills, faith, culture, diversity, respect, heritage, charity.**	**Community, facilities, services, businesses, faith buildings, wages, taxes, council, public sector, private sector, town planning, democracy, liberty.**

Knowledge Progression

PSHE & RSE

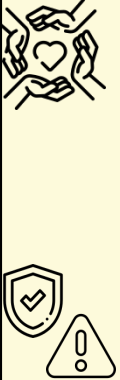|	Year 4 — The Big City!	Year 5 — Our Country!	Year 6 — Global Community!
Global Citizenship	• What is a city? What are our nearest cities? What is our capital city? (Ripon, York) • How has the city grown overtime and throughout history? Who has visited / conquered and stayed or left culture behind? (York) • Which facilities and building will only usually be found in a city? • Children identify their strengths – and think of some jobs that they would maybe be good at based on these. Why is it important to value other people's skills and points of view? • Can children match a range of skills to a selection of jobs? • Can children explain why cities may have larger or more police stations? Are people who live in cities more likely to be a criminal? What is a criminal and why do we have laws to protect us from them?	• How is Great Britain divided up? What are some of the key islands within the British Isles? • How has our culture and heritage been affected by the history of Great Britain? • Who does Great Britain 'belong to'? What does 'British' mean? Is everyone who lives here 'British'? Why are they entitled to the same British values?	• Can children understand that importing and exporting must happen in order for us to have all of the things that we need? • Do children understand that oil must be bought in from other countries if the country doesn't have any? Why is oil important? • Discuss why lots of the items that we buy often come from Asian countries – 'Made in Taiwan' / 'Made in China'. Why? • Talk about our favourite foods – where do they originate from? Do any of the ingredients not grow here? How can we get them? How do they get here? • Why are some countries rich and some countries poor? Is this fair? • Why do some people move from one country to another? • What is fair trade? • Why aren't all items from poorer countries 'fair trade'?
	University, cathedral, Durham, Newcastle, York, London, demand, skills, apply, services, residential, transport, criminal, culture, identity	**Great Britain, British Isles, Isle of Wight, Isle of Mann, supply chain, demand, deal, quote, logistics, value for money, bankrupt, government funding, liberty, values, tolerance, respect, immigration, emigration, heritage.**	**Import, export, economies, weak / strong, developed countries, natural resources, population, governments, corruption, human rights, working conditions, cheap products, immigration, emigration, charity**

Vocabulary Progression

|	Rec	Y1	Y2	Y3	Y4	Y5	Y6
	Key Vocabulary family mother/mum father/dad step family (if app) brother sister grandparents carer feelings care/caring love protect	**Key Vocabulary** friend friendship relationship feelings caring sharing kind/unkind qualities teasing respect Trust bully	**Key Vocabulary** friend friendship relationship feelings caring kind/unkind qualities hurt respect marriage commitment changes similar different	**Key Vocabulary** friendship relationship feelings caring qualities hurt changes bullying characteristics differences respect disagreements communication help	**Key Vocabulary** partnership conflict resolution differences emotions healthy communication trust respect opinions partnerships lesbian gay discrimination	**Key Vocabulary** love discrimination bullying harassment healthy/unhealthy relationships responsibilities permission trust mutual respect boundaries characteristics protection disclosure	**Key Vocabulary** adolescence marriage civil partnership healthy relationships peers attraction acceptable unacceptable boundaries consent
	Key Vocabulary Germs Washing Soap Sun cream Shade Hat Toothbrush Basic body parts	**Key Vocabulary** Vagina vulva Penis Testicles Private Emergency Toothbrush Healthy Consent	**Key Vocabulary** Change Grown Disease Healthy diet – food group Medicines Safe Washing Germs	**Key Vocabulary** Growing Prescription Non-prescription Medicines Inactive Lifestyle Risk Obesity Sleep	**Key Vocabulary** Changes Height Growth Behaviour Differences Similarities Male Female	**Key Vocabulary** Puberty Physical/Emotional changes Menstrual cycle Hormones Body changes Differences/similarities Wet dreams Adolescence Erection Semen Hormones Menstrual cycle Ovaries	**Key Vocabulary** Sperm Egg Confidentiality Social Media Body image First aid Drugs Immunisation Vaccination
	Key Vocabulary Similarities differences	**Key Vocabulary** baby changes body	**Key Vocabulary** mother baby born birth changes Foetus Baby Child/toddle Teenager Adult Elderly	**Key Vocabulary** animals care looking after feeding life cycle	**Key Vocabulary** male female	**Key Vocabulary** Egg – ovaries Sperm – testicles woman womb – uterus reproduction umbilical cord birth life cycle healthy Needs egg – ovaries sperm – testicles reproduction womb – uterus reproduction life cycle rection	**Key Vocabulary** sexual intercourse love sperm semen egg ovaries conception consent contraception fertility
	Key Vocabulary rules road safety Code of Conduct	**Key Vocabulary** helping trusted adults emergency	**Key Vocabulary** vagina/vulva penis appropriate touch	**Key Vocabulary** habits personal hygiene diet	**Key Vocabulary** secrets surprises differences	**Key Vocabulary** puberty personal hygiene sanitary products	**Key Vocabulary** choices consequences impact

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
	Key Vocabulary trusted adult asking worried permission child line NSPCC Police Fire brigade Doctors Nurses Teachers Armed forces	**Key Vocabulary** trusted adult worried supervise permission online child line NSPCC	**Key Vocabulary** trusted adult worried supervise permission online child line NSPCC bystander	**Key Vocabulary** anxious trusted adult trusted friend online concerns reporting child line NSPCC	**Key Vocabulary** information advice issues concerns reporting appropriate age restrictions security settings child line NSPCC	**Key Vocabulary** trustworthy advice mental health genuine digital persona disclosure appropriate behaviour age restrictions security settings responsibility child line NSPCC	**Key Vocabulary** trustworthy advice healthy/unhealthy bullying disclosure harm security settings responsibility child line NSPCC
	Key Vocabulary rules Code of Conduct independence responsibility	**Key Vocabulary** school virtues behaviour qualities respect	**Key Vocabulary** changes feelings worries pride expectations	**Key Vocabulary** respect self-respect feelings emotions differences acceptance	**Key Vocabulary** emotional character stereotypes self esteem differences acceptance views opinions	**Key Vocabulary** mood swings puberty opinions views acceptance character self esteem body image religions relationships boundaries attraction	**Key Vocabulary** attraction gender pressure religion choices healthy/unhealthy relationships differences discrimination sexual orientations race equality judgement mutual respect
	Key Vocabulary feelings emotions recognising my feelings	**Key Vocabulary** mind body healthy feelings emotions loneliness cyber bullying	**Key Vocabulary** Emotions Important feelings advice cyber bullying trusted adult mental health	**Key Vocabulary** emotional scale self-care techniques benefits promoting cyber bullying negative impact role responsibility	**Key Vocabulary** mental well being physical health physical exercise isolation loneliness Strategies hidden illnesses	**Key Vocabulary** emotions root cause mental health organisations agencies social media positive and negative impact signs symptoms	**Key Vocabulary** coping strategies organisations wider agencies community isolation loneliness rejected support guidance
	Key Vocabulary family celebrate different occasions responsibilities team	**Key Vocabulary** harm rules right wrong behaviour actions	**Key Vocabulary** Money Payment Wages Saving Bank account Safe Spend	**Key Vocabulary** Culture Customs Democracy	**Key Vocabulary** Money Earn Wages Employment Community Charity British values Democracy	**Key Vocabulary** Interest Loan Debt Tax Government British Values Importance Voluntary Community	**Key Vocabulary** Borrow Save Interest Media Rules and laws Enforced Protect Pressure

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Consent	Why do I have to be clear about knowing 'yes', 'no', 'I'll ask' and 'I'll tell'?	Who does my body belong to?	Which parts of my body are private? When is it OK to let someone touch me? How can I say 'no' if I do not want someone to touch me? Who should I tell if someone wants to touch my private parts?	What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?		What aspects of a relationship require 'permission' from the other person? What are relationship boundaries – and how are they different with different people (parents, friends, siblings, strangers etc) What is peer pressure and how can I be strong against it? How can I say 'no' to someone without hurting their feelings?	What is acceptable touching and behaviour amongst my peers? How can I report child on child abuse and how can I recognise it? Does conception always happen or can it be prevented? What are the different ways that we can show people that we love them? What should I do if I feel I am being pressured into doing something?
Bullying	How are other children similar and different to me? Do I understands the school rules? Do some families celebrate different things and occasions to mine? Why?	Why shouldn't I tease other people? What is bullying?	Do I know how to seek advice if I am being cyber bullied? What is a bystander?	How do I know if I am being bullied? What do I do if I am being bullied? Do I understand that cyber bullying has a negative and often long lasting impact on mental well-being?	What are some of the bad ways people can behave towards one another? Why are we all different? Is it ok to be different? What are 'stereotypes' and why do people have them?	Why does calling someone 'gay' count as bullying? What should I do if someone is being bullied or abused? Can some relationships be harmful? How do I report abuse, including online?	How can I report child on child abuse and how can I recognise it? What should I do if I think someone is being bullied or harmed online?
Personal Space and Privacy		What do we call the different parts of girls' and boys' bodies?	Which parts of my body are private? What is a secret? What is 'personal space' and how close is 'too close'?	What is respect – and how do I show it – especially if they are very different to me? Why should I be respected – and be respected by others?	What are similarities and differences between boys and girls? When is it good or bad to keep secrets? What is the difference between a secret and surprise? What can impact how much personal space someone needs?	What are relationship boundaries – and how are they different with different people (parents, friends, siblings, strangers etc). How can I cope with different feelings and mood swings?	Why do relationships change during adolescence? How can I cope with changing relationships with my family and friends?
Grooming	Who can I go to if I am worried about something?		What is a secret? Who can I go to if I am worried about something? What makes me feel bad?	What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?	What is grooming (including online)?	What are the signs of grooming (including online)? Can I ever be sure that who I am talking to online is 'real'. What is a digital persona?	If I trust someone, do I trust them about everything? What should I do if I feel I am being pressured into doing something?

Online Safety

"You have the right to get information in lots of ways so long as its safe. *Article 17*
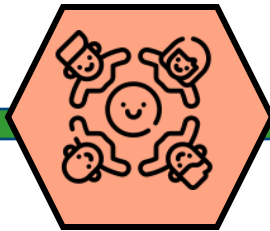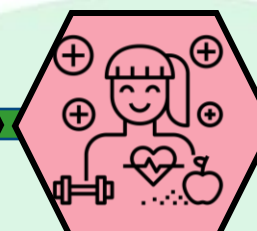
Online Bullying

Online Relationships and Online Reputation

Copyright and Ownership

Health, Wellbeing and Lifestyle

Self-Image and Identity

Managing Online Information and Privacy and Security

Online Safety Overview: Progression of the 8 strands

"You have the right to get information in lots of ways so long as its safe. Article 17

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Privacy and Security AUT1	To identify some simple examples of my personal information.	To recognise more detailed examples of information that is personal to me.	To describe how online information about me could be seen by others.	To give reasons why I should only share information with people I choose to and can trust.	To explain that others online can pretend to be me or other people, including my friends.	To create and use strong and secure passwords.	To use different passwords for a range of online services. To know what to do if my password is lost or stolen.
Online Relationships AUT2	To recognise some ways in which the internet can be used to communicate.	To use the internet with adult support to communicate with people I know.	To use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).	To give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).	To describe strategies for safe and fun experiences in a range of online social environments.	To explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.	To show I understand my responsibilities for the well-being of others in my online social group.
Health, Well-being and Lifestyle SPR1	To identify rules that help keep us safe and healthy in and beyond the home when using technology.	To explain rules to keep us safe when we are using technology both in and beyond the home.	To explain simple guidance for using technology in different environments and settings.	To explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged.	To explain how using technology can distract me from other things I might do or should be doing.	To describe ways technology can affect healthy sleep and can describe some of the issues.	To describe common systems that regulate age-related content (e.g. PEGI, BBFC and parental warnings) and describe their purpose.
Online Bullying SPR1	To describe ways that some people can be unkind online.	To describe how to behave online in ways that do not upset others and can give examples.	To explain what bullying is, how people may bully others and how bullying can make someone feel.	To describe appropriate ways to behave towards other people online and why this is important.	To recognise when someone is upset, hurt or angry online.	To recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	To describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.
Online Reputation SPR2	To identify ways that I can put information on the internet.	To recognise that information can stay online and could be copied.	To explain how information put online about someone can last for a long time.	To explain how to search for information about others online.	To describe how to find out information about others by searching online.	To search for information about an individual online and summarise the information found.	To explain the ways in which anyone can develop a positive online reputation.
Managing Online Information SUM1	To talk about how to use the internet as a way of finding information online.	To give simple examples of how to find information using digital technologies.	To use simple keywords in search engines.	To demonstrate how to use key phrases in search engines to gather accurate information online.	To analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content.	To evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online.
Self-image & Identify SUM1	To recognise that I can say 'no' 'please stop' 'I'll tell' 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.	To recognise that there may be people online who could make me feel sad, embarrassed or upset.	To explain how other people's identity online can be different to their identity in real life.	To explain how I can represent myself in different ways online.	To explain how my online identity can be different to the identity I present in 'real life'.	To explain how identity online can be copied, modified or altered.	To describe ways in which media can shape ideas about gender.
Copyright and Ownership SUM2	To know that work I create belongs to me.	To explain why work I create using technology belongs to me and say why it belongs to me.	To recognise that content on the internet may belong to other people.	To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	To assess and justify when it is acceptable to use the work of others.	To demonstrate the use of search tools to find and access online content which can be reused by others.

Online Safety

RSE and Heath Education Mapping

Ensuring all areas connected to e-safety are addressed

	Included in online safety programme for this year group (above)
P	Included in online safety programme for this year group (above) and this year group's PSHE curriculum units
P	Included in this year group's PSHE curriculum units

Online Relationships Pupils should know	Year Group Covered					
	1	2	3	4	5	6
that people sometimes behave differently online, including by pretending to be someone they are not.			P	P	P	P
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.			P	P	P	P
how information and data is shared and used online.						

There is a full document available, which covers all of the RSE guidance areas:
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms