



Breadth of Study for PSHCE and RSE	Nursery and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Relationships</p> 	<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others They take account of one another's ideas about how to organise their activity They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children <p><u>Self Confidence and Self Awareness</u></p> <ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Recognise how others might be feeling by reading body language/ facial expressions; Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Take part in creating and agreeing classroom rules. Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Define what is meant by the terms 'bullying' and 'teasing' Understand and describe strategies for dealing with bullying; Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour. 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> Explain why we have rules; Consider the possible consequences of breaking the rules. Define and demonstrate cooperation and collaboration; Identify people who they have a special relationship with; Rehearse and demonstrate simple strategies for resolving given conflict situations. Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Express opinions and listen to those of others; Practise explaining the thinking behind their ideas and opinions. Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. Explain what we mean by a 'positive, healthy relationship'; Describe appropriate assertive strategies for saying 'no' to a friend. Demonstrate strategies for working on a collaborative task; Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. Recognise that their feelings might change towards someone or something once they have further information Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> Explain what collaboration means; Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation and consider outcomes of risk taking in this situation, including emotional risks. Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. 	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> Demonstrate a collaborative approach to a task; Suggest positive strategies for negotiating and compromising within a collaborative task; Recognise some of the challenges that arise from friendships; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure Recognise basic emotional needs and understand that they change Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Describe ways in which people show their commitment to each other; Understand that everyone has the right to be free to choose who and whether to marry Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal Identify strategies for keeping personal information safe online;
<p>Health and Wellbeing</p> 	<p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe They manage their own basic hygiene needs successfully, including dressing and going to the toilet independently 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> Recognise that exercise and sleep are important parts of a healthy lifestyle. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Recognise the range of feelings that are associated with loss. Explain simple issues of safety and responsibility about medicines and their use. Understand and learn the PANTS rules; Start thinking about who they trust and 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> Explain simple issues of safety and responsibility about medicines and their use. Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. Identify some key risks from and effects of cigarettes and alcohol; Define the word 'drug' and understand that nicotine and alcohol are both drugs. Identify risk factors in given situations; Recognise potential risks associated with browsing online; Know that our body can often give us a sign when something doesn't feel right; talk to a trusted adult if this happens; 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. Understand and explain the implications of sharing images online without consent. Define what is meant by the word 'dare'; Suggest strategies for managing dares. Understand that medicines are drugs and explain safety issues for medicine use; Suggest strategies for limiting the spread of infectious diseases Understand some of the key risks and effects of smoking and drinking alcohol; Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> Explain what a habit is, giving examples Recognise that there are positive and negative risks Demonstrate strategies to deal with both face-to-face and online bullying; Explore and share their views about decision making when faced with a risky situation; Suggest ways of standing up to someone who gives a dare. Reflect on what information they share offline and online; Recognise that people aren't always who they say they are online; Know how to protect personal information online. Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Identify strategies for keeping personal information safe online; Know that it is illegal to create and share sexual images of children under 18 years old; Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Explain how drugs can be categorised into different groups depending on their medical and legal context; Understand some of the basic laws in relation to drugs; Describe some of the effects and risks of drinking alcohol. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;

		<p>who they can ask for help.</p> <ul style="list-style-type: none"> Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Recognise and use simple strategies for preventing the spread of diseases. <p><u>Being My Best</u></p> <ul style="list-style-type: none"> Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; <p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people. Name major internal body parts Understand some of the tasks required to look after a baby; Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Give examples of what they can do if they experience or witness bullying; Explain the difference between a secret and a nice surprise; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep Identify parts of the body that are private; Identify people they can talk to about their private parts. 	<p>in a way that makes them feel uncomfortable.</p> <ul style="list-style-type: none"> Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. <p><u>Being My Best</u></p> <ul style="list-style-type: none"> Suggest phrases and words of encouragement to give someone who is learning something new; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. Explain the importance of good dental hygiene; Describe simple dental hygiene routines. Recognise that exercise and sleep are important to health <p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Identify which parts of the human body are private; Understand that humans mostly have the same body parts but that they can look different from person to person. Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information. 	<ul style="list-style-type: none"> Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand that medicines are drugs and suggest ways that they can be helpful or harmful. <p><u>Being My Best</u></p> <ul style="list-style-type: none"> Explain what is meant by the term 'balanced diet'; Explain how some infectious illnesses are spread from one person to another; Suggest medical and non-medical ways of treating an illness. Develop skills in discussion and debating an issue; Empathise with different view points; Identify their achievements and areas of development Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media. <p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space Rehearse strategies for when someone is inappropriately in their body space Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<ul style="list-style-type: none"> Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. <p><u>Being My Best</u></p> <ul style="list-style-type: none"> Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups Understand the ways in which they can contribute to the care of the environment Suggest ways in which different people support the school community <p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Understand how growing can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens (Girls only) know the key facts of the menstrual cycle 	<ul style="list-style-type: none"> Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. <p><u>Being My Best</u></p> <ul style="list-style-type: none"> Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. Explain what being part of a school community means to them; Identify people who are responsible for helping them stay healthy and safe; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; <p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings Explain strategies they can use to build resilience. Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Give examples of how individual/group actions can impact on others in a positive or negative way. Explain the difference between a safe and an unsafe secret; Recognise that some people can get bullied because of the way they express their gender; Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty Identify some products that they may need during puberty and why; Know what menstruation is and why it happens Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty 	<ul style="list-style-type: none"> Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together. <p><u>Being My Best</u></p> <ul style="list-style-type: none"> Explain what the five ways to wellbeing are; Identify aspirational goals; Describe the actions needed to set and achieve these. Identify risk factors in a given situation (involving alcohol); Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; <p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Define the word 'puberty' giving examples of some of the physical and emotional changes Know where someone could get support if they were concerned about their own or another person's safety. Identify situations where someone might need to break a confidence in order to keep someone safe. Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means
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Living in the wider world



<p><u>Managing Feelings</u></p> <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour and it's consequences and that some behaviour is unacceptable They work as part of a group or class, and understand and follow the rules They adjust their behaviour to different situations, and take changes of routine in their stride. 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe. Recognise and name some of the qualities that make a person special to them. Recognise and explain what is fair and unfair, kind and unkind; <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> Suggest ways they can show kindness to others. Recognise the importance of regular hygiene routines; Recognise who cares for and looks after the school environment. Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home. Explain the importance of keeping money safe; 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Identify people who are special to them; Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group and it feels to be left out from a group; Identify groups they are part of Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Demonstrate active listening techniques Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. Understand that people have choices about what they do with their money; Recognise that money can be spent on items which are essential or non-essential; 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Suggest and use strategies for helping someone who is feeling left out. Reflect on listening skills; Give examples of how to challenge another's viewpoint, respectfully. Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Recognise the factors that make people similar to and different from each other; Suggest strategies for dealing with name calling (including talking to a trusted adult). Explore why people have prejudiced views and understand what this is. <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> Define what a volunteer is; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits Identify key people who are responsible for them to stay safe and healthy; Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Evaluate and explain different methods of looking after the school environment; Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media. <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> Explain how different people in the school and local community help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. Understand that humans have rights and also responsibilities; Suggest and engage with ways that they can contribute to the decision making process in school Recognise that everyone can make a difference within a democracy Recognise that reports in the media can influence the way they think about a topic; Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> Define some key qualities of friendship; Explain why friendships sometimes end. Rehearse active listening skills: Demonstrate respectfulness in responding to others; Develop an understanding of discrimination and its injustice, and describe this using examples; Consider how discriminatory behaviour can be challenged. Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Identify the consequences of positive and negative behaviour on themselves and others; <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties; Identify the impact on individuals and the wider community if responsibilities are not carried out Explain what we mean by the terms voluntary, community and pressure (action) group; State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Explain some of the areas that local councils have responsibility for; Understand that local councilors are elected to represent their local community. 	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Know that all people are unique but that we have far more in common with each other than what is different about us; Demonstrate ways of offering support to someone who has been bullied; Demonstrate ways of showing respect to others, using verbal and non-verbal communication Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Describe qualities of a strong, positive friendship; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Explain what is meant by <i>interest</i>. Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value. Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Explain what is meant by living in an environmentally sustainable way;
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