



Personal Social Health and Economic Education

Intent and Aims

PSHE helps children and young people to be safe, healthy and prepared for life's opportunities.

Learning opportunities for each key stage are spread across three core themes:

- Relationships
- Living in the wider world
- Health and wellbeing

We deliver a sequenced, spiral programme that builds on prior learning gained in EYFS through the PSED curriculum. As pupils progress through school, based on the PSHE Association Scheme of Work, including statutory relationships education as well as non statutory content such as economic wellbeing and personal safety. Learning takes place through discrete teaching, in lessons and assemblies, through visits and visitors and through other curriculum subjects such as science and RE.

Our PSHE curriculum addresses all aspects of safety, teaching pupils about safeguarding, including online safety and different forms of abuse and the importance of discussing concerns and respecting others. The curriculum is also very much tailored to our pupils' needs, fulfilling the commitment we make in our 'Caton Passport' and reflecting our mission to

enable every child to 'be prepared for life's opportunities and challenges'. We use the [PSHE association programme of study](#) as a guide.

SCHOOL VALUES

A - Ambition

R- Responsibility

K- Kindness

EYFS

Managing Self

<i>Term</i>	<i>Autumn 1 All about Me</i>	<i>Autumn 2 Journeys</i>	<i>Spring 1 Once Upon A Time</i>	<i>Spring 2 Animals</i>	<i>Summer 1 Real Life Superheroes</i>	<i>Summer 2 Changes /Growing</i>	<i>Early Learning Goal</i>
Skills	To wash hands independently after going to the toilet and before eating. Put on own coat, socks and shoes. Develop class rules and understand the need for rules. Takes responsibility for own belongings Meet the brain and develop an understanding towards healthy lifestyles, eating, sleeping and exercise that promotes a healthy brain. E safety Bike and road safety	Practise dressing and undressing for PE. Develop and demonstrate appropriate ways of being assertive. Building up the confidence to try new activities. Confident to select the resources they need to achieve what they want to do. Learns how to transport and store equipment safely.	Begin to show resilience and perseverance in the face of challenge To practise doing up own zipper on coat and trousers. Practise doing buttons and buckles. E- safety Develop an understanding toward different character strengths.	To develop independence when dressing and undressing for activities such as PE and Forest School. Developing the ability to manage their own needs	Practise safety measures without direct supervision Learn the importance of tooth brushing. Demonstrate gratitude to themselves appreciating that we are all different and have different strengths e-safety	To identify and name some healthy foods. To understand the importance of healthy food choices Recap on healthy lifestyles, sleep and exercise.	Eats a healthy range of foodstuffs and understands the need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision

Building Relationships

<i>Term</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>	<i>Early Learning Goal</i>
Skills	To seek support of adults in class 1 when needed Begin to build constructive and respectful relationships with both children and adults.	To play with other children who are engaged in the same activity. Begin to deepen friendships. Have positive relationships with staff around school.	To begin to work as a small group with support. To use strategies to support turn taking To accept pair or group work with peers outside of their immediate friendship group showing kindness.	To listen to the ideas of other children and agree on a solution and compromise demonstrating teamwork and friendship. Think about the perspectives of others. To share and cooperate with peers and develop a range of strategies to solve conflicts and rivalries showing honesty.	To work as a member of a group. Have positive relationships with all staff in school. Demonstrate gratefulness and gratitude towards other people in society. Explains own knowledge and understanding, and asks appropriate questions of others	To have confidence to communicate with adults around the school Developing respectful and constructive friendships and why this is important especially during transition to a new class.	Works and plays cooperatively and takes turns with others. Forms positive attachments and friendships. Shows sensitivities to others' needs.

Self Regulation

<i>Term</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>	<i>Early Learning Goal</i>
Skills	Recognise different emotion words like happy, sad, angry, worried. To focus during short whole class activities.	To talk about how they are feeling. To begin to consider the feelings of others. To understand how	To focus during longer whole class lessons. To follow two step instructions. Able to negotiate and	To identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	To control their emotions using a range of techniques To follow instructions of three steps or more	Confident in speaking to others about their own needs, wants, interests and opinions. Set a target and	Shows an understanding of their own feelings and those of others, and regulate their behaviour accordingly; Has a positive sense of self and show resilience and perseverance in the

	To follow one step instructions. Aware of the boundaries set, and follow rules without reminders from adults.	people show emotions. Introduce Happy Breathing and growth mindset. To adapt behaviour to a range of situations. Show understanding of the need for safety.	solve problems without aggression. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks independently.	Consider the feelings and needs of others. Knows a wider emotive vocabulary such as frustrated, tired, scared, excited, irritated, annoyed, anxious, joyous, upset	Can describe themselves in positive terms and talk about their abilities. To remain focused during extended whole class teaching	reflect on their progress relating it to how we feel. Set a Big Dream Goal following the 3 step process.	face of challenge; Pays attention to their teacher and follows multi-step instructions.
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Key Stage 1

My Happy Minds: Meet My Brain - Purple, Celebrate - Red, Appreciate - Green, Relate - Orange, Curriculum Coverage elsewhere - Blue, Stand Alone PSHE - Black			
	Autumn	Spring	Summer
A	Remembrance Pupil council elections	Visit from vicar and PCSO Visitor to read a story in another language	Mini first aid Wheelchair basketball Road safety training Y2 fire safety
	Health and Wellbeing <u>Mental Health</u> - About different feelings that humans can experience - How to recognise and name different feelings	Living in the wider world <u>Communities</u> L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community (Geography Cycle A Is Caton a	Health and Wellbeing <u>Keeping safe</u> H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to

- How feelings can affect people's bodies and how they behave
- How to recognise what others might be feeling
- To recognise that not everyone feels the same at the same time, or feels the same about the same things
- About ways of sharing feelings; a range of words to describe feelings
- About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better (Hist intro to Summer Royal Family topic)
H27. about moving to a new class/year group (Moving up Prep)

Relationships

Families and close positive relationships

village or town?)

L6. to recognise the ways they are the same as, and different to, other people, including different cultures, religions and ethnicities (RE)

Media literacy and digital resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true (Computing)

Economic wellbeing - aspirations, work and career

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs (Geography Cycle A Is Caton a village or town?)

minimise harm (Computing, Constant e.g. Forest School)

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) (Science - Electricity and

H31. that household products (including medicines) can be harmful if not used correctly (Science Aut 1/Cycle A - Animals including Humans)

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe (Road Safety Training)

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them (Computing)

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

(Geography Cycle A Is Caton a village or

			town?)
	- About the roles different people (e.g. acquaintances, friends and relatives) play in our lives - To identify the people who love and care for them and what they do to help them feel cared for About different types of families including those that may be different to their own To identify common features of family life That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried (Hist - Intro to Summer topic on 'My Family and the Royal Family') About how people make friends and what makes a good friendship - About how to recognise when they or someone else feels lonely and what to do - Simple strategies to resolve arguments between friends positively How to ask for help if a friendship is making them feel unhappy <u>Managing hurtful behaviour and bullying</u> That bodies and feelings can be hurt by words and actions; that people can say hurtful things online About how people may feel if they experience hurtful behaviour or bullying		<u>Safe relationships</u> R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (RHSE) R14. that sometimes people may behave differently online, including by pretending to be someone they are not (Computing) R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe (RHSE) R17. about knowing there are situations when they should ask for permission and also when their permission should be sought (Initial class intro at start of year) R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when

My Happy Minds: Meet My Brain - Purple, Celebrate - Red, Appreciate - Green, Relate - Orange, Curriculum Coverage elsewhere - Blue, Stand Alone PSHE - Black

	That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult Computing <u>Respecting self and others</u> R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them		asking for help; importance of keeping trying until they are heard. (RHSE)
B	Visit from dentist and doctor Pupil council elections	Visit from conservationist	Y2 fire safety Road safety training
	Health and Wellbeing <u>Physical well being</u> H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar (Science	Health and Wellbeing <u>Drugs, alcohol and tobacco</u> H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if	Health and Wellbeing <u>Ourselves - growing and changing</u> H21. to recognise what makes them special H22. to recognise the ways in which we are all unique

Aut 1/Cycle A - Animals including Humans)
H3. about how physical activity helps us to stay healthy; and ways to be physically active every day
H4. about why sleep is important and different ways to rest and relax
H5. simple hygiene routines that can stop germs from spreading
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
H8. how to keep safe in the sun and protect skin from sun damage
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
H10. about the people who help us to stay physically healthy (Science Aut 1/Cycle A - Animals including Humans)

Relationships

Families and close positive relationships

R6. about how people make friends and what makes a good friendship
R7. about how to recognise when they or someone else feels lonely and what to do

they come across something that scares them (Computing)
H37. about things that people can put into their body or on their skin; how these can affect how people feel (Science Aut 1/Cycle A - Animals including Humans)

Living in the wider world

Shared responsibilities

L1. about what rules are, why they are needed, and why different rules are needed for different situations (Will cover at start of year when setting ground rules)
L2. how people and other living things have different needs; about the responsibilities of caring for them (Science ongoing)
L3. about things they can do to help look after their environment (Science/Forest School)

Media literacy and digital resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
L8. about the role of the internet in everyday life
L9. that not all information seen online is true (Computing)

Economic wellbeing - money

L10. what money is; forms that money

H23. to identify what they are good at, what they like and dislike
H24. how to manage when finding things difficult
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) RHSE
H26. about growing and changing from young to old and how people's needs change (Science Aut 1/Cycle A - Animals including Humans/RHSE)
H27. about preparing to move to a new class/year group (Intro-new class)

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R8. simple strategies to resolve arguments between friends positively
 R9. how to ask for help if a friendship is making them feel unhappy
Managing hurtful behaviour and bullying
 R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online (Computing)
 R11. about how people may feel if they experience hurtful behaviour or bullying
 R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
Safe relationships
 R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
 R14. that sometimes people may behave differently online, including by pretending to be someone they are not (Computing)
 R15. how to respond safely to adults they don't know
 R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
 RHSE
 R17. about knowing there are situations when

comes in; that money comes from different sources
 L11. that people make different choices about how to save and spend money
 L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
 L13. that money needs to be looked after; different ways of doing this

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they should ask for permission and also when their permission should be sought (New class new school year)
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard RHSE
Respecting self and others
R21. about what is kind and unkind behaviour, and how this can affect others
R22. about how to treat themselves and others with respect; how to be polite and courteous
R23. to recognise the ways in which they are the same and different to others
R24. how to listen to other people and play and work cooperatively
R25. how to talk about and share their opinions on things that matter to them

Key Stage 2 PSHE key

Key

There are references at the end of each learning opportunity to show which statutory RSHE guidance content that learning opportunity addresses. For example, the first learning opportunity in key stage 1, *'what a family is and who is in our family'* **F1** **F2** 'addresses bullets 1 and 2 of the 'Families and people who care for me' section of the statutory RSHE guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:

Relationships Education

- F** Families and people who care for me
- CF** Caring friendships
- RKR** Respectful, kind relationships
- OSA** Online safety and awareness
- BS** Being safe

Health Education (Health and wellbeing)

- GW** General wellbeing
- WO** Wellbeing online
- PHF** Physical health and fitness
- HE** Healthy eating
- DATV** Drugs, alcohol, tobacco and vaping
- HPP** Health protection and prevention
- PS** Personal safety
- BFA** Basic first aid
- DB** Developing bodies

LOWER KEY STAGE 2

My Happy Mind: Meet My Brain - Purple, Celebrate - Red, Appreciate - Green, Relate - Orange, Engage - pink, Curriculum Coverage elsewhere - Blue, Stand Alone PSHE - Black

	Autumn	Spring	Summer
Cycle A	Remembrance Pupil council elections		Mini first aid Outdoor education residential visit Wheelchair basketball
Cycle B	NSPCC visit Remembrance Pupil Council Elections Sikh temple visit		Hike
Cycle A and Cycle B	My Happy Mind modules Meet My Brain Celebrate	My Happy Mind Modules Appreciate Relate	My Happy Mind Modules Engage Relationships, Sex and Health education Economic Wellbeing Personal safety and First Aid
	- how to respond to situations where they experience disappointment or frustration with others RKR3 - ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise CF6 RKR3 - the importance of taking care of mental health and wellbeing, as	- about the importance of friendships; that positive friendships support wellbeing CF1 - what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but	- how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected F3 - that families should provide love, care, protection, and safety for children as they grow up F1 F2 F4 - that there are different types of

	well as physical health GW2 - how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5 - about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1 - how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses GW5 - how to direct attention and manage distractions to support mental health and wellbeing GW1 - self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations GW1 - that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively GW1 - how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) GW5 - . that everyone feels worried, lonely or sad sometimes and that these	when these might be less appropriate CF2 CF4 RKR2 - how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) CF1 CF2 - that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences CF1 RKR4 RKR2 - that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded CF1 CF3 CF4 GW6 - what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries BS1 RKR2 - that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships CF5 - how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage	relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships F4 F5 - that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these F2 - what to do and who to talk to if someone is worried about their family or feels unsafe * F6 - about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts DB2 - about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe BS2 Economic Wellbeing - that people have different attitudes towards saving and spending money - what influences people's decisions about saving and spending, including individual priorities, needs and wants
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	feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad GW3 GW6 CF3 - if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this GW10 - about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief GW8 - about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition GW8 - when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school GW9 GW10 - what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging	this and ask for help if necessary CF7 - how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that BS5 CF7 - how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard BS5 BS6 BS7 RKR11 - how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health HPP4 - about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves HPP2 - how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep HPP3 - why and how to maintain personal	- how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to - that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics) - different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account - advantages and disadvantages of different ways of paying for things Careers education - to recognise their achievements and personal strengths; how to set targets to help achieve their goals - to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy - that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career - that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways - how different factors (e.g. personal interests, values and aspirations, family connections to certain trades
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	stereotype RKR10 - how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own RKR5 RKR7 - what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1 - the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines PHF1 PHF2 - about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain PHF3 - the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing HE1 - about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods HE4 - how to develop healthier eating and drinking habits and how to	hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) HPP5 HPP6 - the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health HPP1	or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career - .that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid - that there are different routes into careers (e.g. college, apprenticeship, university) - about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes Personal Safety and First aid - about the role of rules and laws in keeping people safe PS1 PS2 - about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances PS1 - how to predict, assess and manage risk in different situations PS1 - strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle
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	manage influences on their choices HE1 HE2 HE4 - some benefits of preparing meals at home; how to plan and prepare healthy meals HE3 - how and when to speak to adults (including in school) if they are worried about their health PHF4		and firework safety) PS2 - what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * BFA2 - when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them BFA1
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Upper Key Stage 2

My Happy Mind: Meet My Brain - Purple, Celebrate - Red, Appreciate - Green, Relate - Orange, Curriculum Coverage elsewhere - Blue, Stand Alone PSHE - Black			
	Autumn	Spring	Summer
Cycle A	MP visit Year 5 London trip Year 6 France trip Remembrance Pupil council elections Bikeability Buddhist temple visit	Parents / ex pupils to visit to talk about their career paths / choices Wheelchair Basketball	Mini first aid Y6 Roadsense
Cycle B	Remembrance Pupil council elections School nurse visit Y5 Bikeability		Y6 Roadsense Visit from an inspirational sports person

Cycle A and Cycle B	My Happy Mind modules Meet My Brain Celebrate	My Happy Mind Modules Appreciate Relate	My Happy Mind Modules Engage Relationships, Sex and Health education Economic Wellbeing
	- how to respond to situations where they experience disappointment or frustration with others RKR3 - ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise CF6 RKR3 - the importance of taking care of mental health and wellbeing, as well as physical health GW2 - how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5 - about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1 - how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses	- The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others RKR1 RKR6 GW1 - strategies for recognising and managing peer influence and the desire for peer approval in friendships CF2 - hat healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences CF1 RKR4 RKR2 - about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others RKR1 RKR4 - about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves HPP2 - how sleep quality and quantity	- about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults BS1 BS3 - how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell BS3 - different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult BS4 BS6 OSA2 - that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse BS5 BS6 -

	GW5 - how to direct attention and manage distractions to support mental health and wellbeing GW1 - self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations GW1 - that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively GW1 - how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) GW5 - . that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad GW3 GW6 CF3 - if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this GW10 - about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can	support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep HPP3 - why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) HPP5 HPP6 - the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health HPP1	Changing and growing up - the external genitalia and internal reproductive organs in males and females DB1 DB2 DB3 - the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes DB1 - that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them DB1 DB3 - the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* DB3 - about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for Drug education - the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
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	help with change, loss and grief GW8 - about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition GW8 - when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school GW9 GW10 - about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help RKR5 RKR6 RKR10 - about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect RKR5 RKR8 - How to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling RKR3 RKR4		- how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6 - to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others DATV1 - what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1 - that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9 Personal Safety and First aid - about the role of rules and laws in keeping people safe PS1 PS2 - about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances PS1 - how to predict, assess and manage risk in different situations PS1 - strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) PS2 - what is meant by first aid; basic
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			techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * BFA2 - when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them BFA1
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The following areas will be taught throughout Key Stage 2 through class and whole-school assemblies and through other relevant curriculum areas.

Understanding the internet (online life and safety)	Risks, rules and wellbeing (online life and safety)	Safe and respectful behaviour online (online life and safety)
- about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online WO1 WO2 - about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent WO4 WO10 - how content on the internet is ranked and targeted at specific individuals	- reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing WO5 16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users OSA3 WO5	- similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling WO2 - that the same principles about how to treat others apply in all contexts, including online OSA1 - how someone's online behaviour can affect other people; the importance

and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see WO7 WO9 WO10 - how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation WO7 WO9 - what AI is (including generative AI) and where it might be encountered in everyday life WO1	- about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing WO3 - how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing WO2 - how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing WO3 WO6 - why and how to use privacy and location settings to protect information OSA4 - where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online OSA6	of, and how to maintain, positive, kind and respectful communication online, including when anonymous WO4 - strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online OSA1 WO4 - about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support OSA2 - the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet OSA5 - how to decide what is appropriate to share online and what should not be shared OSA4 - the importance of telling a trusted adult and getting support with
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		anything that worries, scares or concerns them online; when, why, and how to report concerns online WO11
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