



# PSHE and RSE overview

## Key concepts

Family and relationships



Health and wellbeing



Safety and the changing body



Citizenship



Economic Wellbeing



Identity



EYFS	Autumn		Spring		Summer	
Personal, social and emotional	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p><b>Throughout the academic year children will:</b></p> <ul style="list-style-type: none"> <li>•See themselves as a valuable individual.</li> <li>•Build constructive and respectful relationships.</li> <li>•Express their feelings and consider the feelings of others.</li> <li>•Show resilience and perseverance in the face of challenge.</li> <li>•Identify and moderate their own feelings socially and emotionally</li> <li>•Manage their own needs.</li> <li>•Think about the perspectives of others.</li> </ul>					
PSHE	<p><b>Self-Regulation: My Feelings</b></p> <p>Children will begin to regulate their emotions and behaviour by identifying their feelings, categorising their feelings, developing coping strategies, extending vocabulary to describe emotions, exploring facial expressions to recognise emotions in others and working together to create a calm corner in the classroom.</p> <p><b>Linked text:</b> The Colour Monster by Anna Llenas</p>	<p><b>Building Relationships: Special Relationships</b></p> <p>Children will continue to develop their sense of self and reflect on their relationships with others by discussing their families, special people in their lives, exploring how to share appropriate with others, thinking about their own strengths, talents, and interests and exploring the differences between themselves and others.</p> <p><b>Linked texts:</b> The Big Book of Families Family Means Love (Poem) Perfectly Norman by Tom Percival</p>	<p><b>Managing Self: Taking on Challenges</b></p> <p>Children will gain resilience and independence in their learning through discussions and activities focused on school rules, building towers, den building, team races and circus skills. Children will explore and learn grounding exercises to support their emotion regulation when they are facing challenges and need to bounce back.</p> <p><b>Linked texts:</b> Giraffes Can’t Dance by Giles Andrae The Lion Inside by Rachel Bright</p>	<p><b>Self-Regulation: Listening and Following Instructions</b></p> <p>Children will develop skills in listening and attention and self-regulation through a variety of activities and games. The children will be encouraged to embed these skills during continuous provision, gaining independence in playing these games with friends. Games will include; Simon says, pass the whisper, obstacle races, blindfold walk, and treasure hunt. The children will also have the opportunity to practise active listening during story times and will work to retell simple narratives.</p> <p><b>Linked texts:</b> The Three Little Pigs We’re Going on a Bear Hunt by Michael Rosen</p>	<p><b>Building Relationships: My Family and Friends</b></p> <p>Children will build on their previous knowledge about their special relationships by delving deeper into their family, and friends. They will learn what makes a good friend and practise sharing, developing strategies for interacting positively with their peers. They will learn about collaboration, practising teamwork during continuous provision.</p> <p><b>Linked texts:</b> The Squirrels Who Squabbled by Rachel Bright A Pair of Pears and an Orange by Anna McGregor</p>	<p><b>Managing Self: My Wellbeing</b></p> <p>Children will learn about how to live a healthy lifestyle and look after themselves by looking at the following topics: What is exercise?, Yoga and relaxation, being a safe pedestrian, eating healthily and eating a rainbow of food. We will also explore how we can look after ourselves, supporting the children to gain independence in self-help skills. This will help to prepare the children for the new challenges they will face in Year One.</p> <p><b>Linked texts:</b> Oliver’s Vegetables by Vivian French What’s Inside Me? When We Grow up by Melanie Walsh</p>

Year 1	Autumn		Spring	Summer	
Key skills & ideas (disciplinary knowledge)	Family Friendships Respectful relationships	Health and prevention Physical health and wellbeing Mental wellbeing		Being safe (including online) Drugs, alcohol and tobacco Basic first aid	
Key vocabulary	behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype	allergy, emotions, feelings, germs, ill (poorly), qualities, relax	care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote	accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust	bank, cash, earn, job, money, notes, pocket money, safe, save, skill, spend, value
Focus / Enquiry question	Family and relationships	Health and wellbeing	Citizenship	Safety and the changing body	Economic wellbeing
Learning objectives (substantive knowledge)	<p><b>Introduction: Setting ground rules for RSE &amp; PSHE lesson</b></p> <p><b>What is family?</b> To understand that families look after us</p> <p><b>What are friendships?</b> To begin to understand the importance and characteristics of positive friendships.</p> <p><b>Recognising other people's emotions</b> To recognise how others show feelings and how to respond.</p> <p><b>Working with others</b> To begin to understand how friendships can make us feel.</p> <p><b>Friendship problems</b> To begin to understand that friendships can have problems but we can overcome them</p> <p><b>Healthy friendships</b> To begin to understand that being friendly to others makes them feel welcome and included.</p> <p><b>Gender stereotypes</b> To begin to understand what is meant by a stereotype.</p>	<p><b>Understanding my emotions</b> To describe feelings and develop simple strategies for managing them</p> <p><b>What am I like?</b> To recognise and celebrate their strengths and set simple but challenging goals</p> <p><b>Ready for bed:</b> To understand the benefits of physical activity and rest</p> <p><b>Relaxation</b> To know how to relax in different ways</p> <p><b>Hand washing and personal hygiene</b> To begin to understand how germs are spread and how we can stop them spreading</p> <p><b>Sun safety</b> To begin to understand the risks associated with the sun</p> <p><b>Allergies</b> To begin to understand allergies</p> <p><b>People who help us keep healthy</b> To understand that there are people in the local community who help to keep us healthy</p>	<p><b>Rules</b> To begin to understand the importance of rules</p> <p><b>Caring for others: Animals</b> To understand that animals have different needs and how to care for them</p> <p><b>The needs of others</b> To begin to understand the needs of babies and young children</p> <p><b>Similar, yet different</b> To begin to recognise ways in which we are the same and different to other people</p> <p><b>Belonging</b> To understand the range of groups people belong to</p> <p><b>Democratic decisions</b> To begin to understand how democracy works</p>	<p><b>Adults in school:</b> To know how to respond to adults in a safe and familiar context</p> <p><b>Adults outside school</b> To understand how to respond to adults in a range of situations</p> <p><b>Getting lost:</b> To understand what to do if you get lost</p> <p><b>Making an emergency phone call</b> To know what an emergency is and how to make a phone call if needed</p> <p><b>Appropriate contact</b> To begin to understand the difference between acceptable and unacceptable physical contact</p> <p><b>Safety with substances</b> To begin to understand what is safe to put into or onto our bodies</p> <p><b>Safety at home</b> To understand that there are dangers at home and how these can be avoided</p> <p><b>People who help to keep us safe</b> To understand that there are people in the local community who help to keep us safe</p>	<p><b>What is money?</b> To discover what money is and how it helps us.</p> <p><b>Keeping money safe</b> To consider ways to keep coins safe.</p> <p><b>What is a bank?</b> To recognise the purpose of banks and building societies.</p> <p><b>Saving and spending</b> To begin to understand the differences between spending and saving money.</p> <p><b>Jobs in schools</b> To identify the different job roles adults have in school.</p> <p><b>Jobs out of school</b> To identify and describe different jobs.</p> <p><b>Transition lesson</b> To understand that changes can be both positive and negative</p>

Year 2		Autumn	Spring	Summer	
Key skills & ideas (disciplinary knowledge)	Family Friendships Respectful relationships Change and loss	Health and prevention Physical health and wellbeing Mental wellbeing		Being safe (including online) Drugs, alcohol and tobacco	
Key vocabulary	friendship, love, manners, feelings, emotions, family, stereotype, respect	diet, exercise, goal, growth, mindset, healthy, physical activity, relaxation, skill, strengths	election, environment, identity, job, opinion, rule, school council, volunteer, vote	medicine, pedestrian, private, secret, surprise, penis, testicles/testes, vulva, vagina	bank account, debit card, diversity, electronic, equality, prioritise, skill, survive, transaction, wages, want, withdraw
Focus / Enquiry question	Family and relationships	Health and wellbeing	Citizenship	Safety and the changing body	Economic wellbeing
Learning objectives (substantive knowledge)	<p><b>Introduction: Setting ground rules for RSE &amp; PSHE lesson</b></p> <p><b>Families offer stability and love</b> To begin to understand the role of the family in their lives.</p> <p><b>Families are different</b> To begin to understand the range of families they may encounter now and, in the future,</p> <p><b>Other peoples' feelings</b> To recognise how others show feelings in different ways and how to respond.</p> <p><b>Unhappy friendships</b> To begin to understand that some friendships might make us feel unhappy and how to deal with this.</p> <p><b>Introduction to manners and courtesy</b> To begin to understand the conventions of courtesy and manners.</p> <p><b>Change and loss</b> To begin to understand how loss and change can affect us</p> <p><b>Gender stereotypes: Careers and jobs</b> To develop an understanding of stereotypes and how these might affect job/career choices.</p>	<p><b>Experiencing different emotions</b> To describe a range of feelings and develop simple strategies for managing them</p> <p><b>Being active</b> To understand the benefits of physical activity</p> <p><b>Relaxation breathing exercises</b> To use breathing exercises to relax</p> <p><b>Steps to success</b> To understand their strengths and set themselves achievable goals</p> <p><b>Developing a growth mindset</b> To identify strategies to help overcome barriers or manage difficult emotions</p> <p><b>Healthy diet</b> To understand what it means to have a healthy diet</p> <p><b>Looking after our teeth</b> To understand ways of looking after our teeth</p>	<p><b>Rules beyond school</b> To understand the importance of rules</p> <p><b>Our school environment</b> To understand ways to look after the school environment</p> <p><b>Our local environment</b> To recognise the role people play in looking after the environment</p> <p><b>Job roles in our local community</b> To begin to understand the roles people have in the community</p> <p><b>Similar yet different – my local community</b> To recognise similarities and differences between people in the local community</p> <p><b>School council</b> To begin to understand how democracy works in school</p> <p><b>Giving my opinion</b> To understand ways to share an opinion</p>	<p><b>Introduction to the internet</b> To understand what the internet is and how it can help us</p> <p><b>Communicating online</b> To understand how to stay safe when using the internet</p> <p><b>Secrets and surprises</b> To begin to understand the difference between secrets and surprises</p> <p><b>Appropriate contact: My private parts</b> To begin to understand the concept of privacy and the correct vocabulary for body parts</p> <p><b>Appropriate contact: My private parts and private</b> To understand safe and unsafe touches</p> <p><b>Respecting personal boundaries</b> To know my body is important and belongs to me</p> <p><b>Road safety</b> To understand ways to keep safe on and near roads</p> <p><b>Crossing roads safely</b> To understand ways to keep safe on and near roads</p> <p><b>Staying safe with medicine</b> To begin to understand how to stay safe with medicines</p>	<p><b>Where does money come from?</b> To explore the ways people receive money.</p> <p><b>Exploring needs</b> To identify basic needs essential for healthy growth.</p> <p><b>Exploring wants</b> To consider how people decide what they want.</p> <p><b>Bank cards and accounts</b> To explore how bank accounts and cards help with managing money.</p> <p><b>My skills and talents</b> To identify my skills and talents</p> <p><b>Everyone is welcome</b> To describe how to make others feel included.</p> <p><b>Transition lesson</b> To understand that change is part of life.</p>

Year 3	Autumn	Spring	Summer		
Key skills & ideas (disciplinary knowledge)	Family Friendships Respectful relationships	Health and prevention Physical health and wellbeing Mental wellbeing	Being safe (including online) Drugs, alcohol and tobacco Basic first aid		
Key vocabulary	bullying, communicate, empathy, open questions, similar, solve, stereotype, sympathy, trust	alone, balance, barriers, belonging, identity, lonely, resilience	charity, community, consequence, council, councillor, law, recycling, rights, United Nations (UN)		
Focus / Enquiry question	Family and relationships	Health and wellbeing	Citizenship		
Learning objectives (substantive knowledge)	<p><b>Introduction: Setting ground rules for RSE &amp; PSHE lesson</b></p> <p><b>Healthy families</b> To understand that families love and support each other but sometimes problems can occur and help is available if needed.</p> <p><b>Friendship conflict</b> To understand that friendships have ups and downs and that problems can be resolved.</p> <p><b>Friendship conflict versus bullying</b> To begin to understand the impact of bullying.</p> <p><b>Effective communication</b> To listen and communicate effectively.</p> <p><b>Learning who to trust</b> To understand why trust is an important part of positive relationships.</p> <p><b>Respecting differences in others</b> To begin to understand the differences between people and why it is important to respect these differences.</p> <p><b>Stereotyping: Gender</b> To recognise that stereotypes are present in everyday life</p> <p><b>Stereotyping: Age</b> To recognise that stereotypes exist based on a number of factors</p>	<p><b>My healthy diary</b> To understand and plan for a healthy lifestyle including physical activity, rest and diet</p> <p><b>Relaxation stretches</b> To perform a range of relaxation stretches</p> <p><b>Wonderful me</b> To understand the different aspects of my identity</p> <p><b>My superpowers</b> To identify my own strengths and begin to see how they can affect others</p> <p><b>Resilience: breaking down barriers</b> To break down barriers into smaller, achievable goals</p> <p><b>Communicating my feelings</b> To recognise when to give consent</p> <p><b>Diet and dental health</b> To understand the benefits of healthy eating and dental health</p>	<p><b>Rights of the child</b> To begin to understand the UN convention on the rights of the child</p> <p><b>Rights and responsibilities</b> To understand the responsibilities of both children and adults to help all children benefit from their rights</p> <p><b>Recycling</b> To understand the environmental benefits of recycling</p> <p><b>Local community groups</b> To understand the groups which make up the community</p> <p><b>Charity</b> To understand that charities care for others and how people can support them</p> <p><b>Local democracy</b> To begin to understand how democracy works in the local area</p> <p><b>Rules</b> To understand why we have rules and the consequences of breaking rules at school and home</p>	<p><b>First Aid: emergencies and calling for help</b> To understand the role I can take in and emergency situation.</p> <p><b>First Aid: bites and stings</b> To understand how to help if someone has been stung or bitten.</p> <p><b>Be kind online</b> To understand the importance of being kind online and what this looks like.</p> <p><b>Cyberbullying</b> To understand that cyberbullying involves being unkind online</p> <p><b>Fake emails</b> To understand that not all emails are genuine</p> <p><b>Making choices</b> To understand the choices people can make and those which are made by others.</p> <p><b>Influences</b> To begin to recognise who and what can influence our decisions.</p> <p><b>Keeping safe out and about</b> To develop an understanding of safety on or near roads.</p>	<p><b>How do people pay for things?</b> To understand the different ways to pay for things and why people might choose them</p> <p><b>What does budgeting mean?</b> To understand how to put together a budget</p> <p><b>How do people feel about money?</b> To recognise that money has an impact on how we feel</p> <p><b>What happens when people spend money?</b> To begin to recognise how ethics can influence our spending decisions</p> <p><b>What careers do people have?</b> To understand that there are a range of jobs available and to think about what job they might want to do</p> <p><b>Can anyone be anything?</b> To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.</p> <p><b>Transition lesson</b> To understand that change often brings about more opportunities and responsibilities.</p>

Year 4	Autumn		Spring		Summer
Key skills & ideas (disciplinary knowledge)	Family Friendships Respectful relationships Change and loss	Health and prevention Physical health and wellbeing Mental wellbeing		Being safe (including online) Drugs, alcohol and tobacco The changing adolescent body Basic first aid	
Key vocabulary	act of kindness, authority, bereavement, boundaries, bystander, permission	fluoride, healthy, mental health, negative emotions, positive emotions, relaxation, resilience, skill, visualise	Authority, cabinet, community, council, council officer, diversity, environment, human rights, local government, protect, reuse, United Nations/UN, volunteer	age restriction, asthma, breasts, genitals, law, penis, private, protect, puberty, public, testicles/testes, tobacco	bank account, bank statement, career, career-satisfaction, influence, password, perspective, satisfaction, security, value for money
Focus / Enquiry question	Family and relationships	Health and wellbeing	Citizenship	Safety and the changing body	Economic wellbeing
Learning objectives (substantive knowledge)	<p><b>Introduction: Setting ground rules for RSE &amp; PSHE lesson</b></p> <p><b>Respect and manners</b> To develop an understanding of courtesy and manners in a range of situations.</p> <p><b>Healthy friendships</b> To begin to understand the physical and emotional boundaries in friendships.</p> <p><b>How my behaviour affects others</b> To understand that my behaviour can have an impact on others</p> <p><b>Bullying</b> To understand the impact of bullying and the responsibility of bystanders to help.</p> <p><b>Stereotypes: gender</b> To explore stereotypes in fictional characters and think about how these might influence us.</p> <p><b>Stereotypes: disability</b> To recognise that stereotypes can relate to a number of factors.</p> <p><b>Families in the wider world</b> To begin to understand that families are very varied, in this country and across the world.</p> <p><b>Change and loss</b> To explore how we can help following a bereavement.</p>	<p><b>Looking after our teeth</b> To understand how we can look after our teeth</p> <p><b>Relaxation: visualisation</b> To understand what relaxation feels like</p> <p><b>Celebrating mistakes</b> To develop a growth mindset and understand that mistakes are useful</p> <p><b>Meaning and purpose: my role</b> To identify my own strengths and begin to see how they can affect others</p> <p><b>My happiness</b> To identify what's important to me and to take responsibility for my own happiness</p> <p><b>Emotions</b> To understand a range of emotions</p> <p><b>Mental health</b> To begin to understand what mental health is and who can help if I need it</p>	<p><b>What are human rights?</b> To begin to understand the Human Rights convention</p> <p><b>Caring for the environment</b> To understand how reusing items benefits the environment</p> <p><b>Community</b> To understand the role of groups in the wider community</p> <p><b>Contributing</b> To understand the contribution groups make to a community</p> <p><b>Diverse communities</b> To understand the value of diversity in a community</p> <p><b>Local councillors</b> To develop an understanding of the role of local government</p>	<p><b>Internet safety: Age restrictions</b> To understand that age restrictions are designed to protect us</p> <p><b>Share aware</b> To understand the benefits and risks of sharing material online</p> <p><b>First aid: Asthma</b> To understand how to help someone with asthma</p> <p><b>Privacy and secrecy</b> To develop understanding of privacy and the difference between secrets and surprises</p> <p><b>Consuming information online</b> To understand that not all information on search engines is valuable</p> <p><b>Growing up</b> To recognise that change is part of growing up</p> <p><b>Introducing puberty</b> To recognise the physical differences between children and adults</p> <p><b>Tobacco</b> To begin to understand the risks of smoking and the benefits of being a non-smoker</p>	<p><b>What is value for money?</b> To recognise factors influencing value for money</p> <p><b>Why keep track of money?</b> To understand the importance of monitoring money.</p> <p><b>What ways are there look after money?</b> To describe different ways of keeping money safe.</p> <p><b>What influences career choices?</b> To understand how different factors can influence career choices.</p> <p><b>Why make a career change?</b> To explain why people can have more than one career in their life.</p> <p><b>How can workplace stereotypes be challenged?</b> To identify and challenge stereotyping in the workplace.</p> <p><b>Transition lesson</b> To know that setting goals can help us to achieve what we want.</p>

Year 5	Autumn		Spring		Summer
Key skills & ideas (disciplinary knowledge)	Family Friendships Respectful relationships	Health and prevention Physical health and wellbeing Mental wellbeing		Being safe (including online) Drugs, alcohol and tobacco The changing adolescent body Basic first aid	
Key vocabulary	attributes, bullying, bystander, cyberbullying, marriage, secret wedding	fail, goal, protect, relaxation, responsibility, steps	defendant, environment, freedom of expression, government, House of Commons, human rights, judge, jury, member of parliament (MP), parliament, pressure group, prime minister, trial	attraction, bladder, breasts, cervix, clitoris, decision, egg or ova, ejaculation, erection, fallopian tube, friend, influence, labia, menstruation/period	allocate, borrow, commitment, expenditure, impact, income, loan, prioritise, repayment, risk
Focus / Enquiry question	Family and relationships	Health and wellbeing	Citizenship	Safety and the changing body	Economic wellbeing
Learning objectives (substantive knowledge)	<p><b>Introduction: Setting ground rules for RSE &amp; PSHE lesson</b></p> <p><b>Build a friend</b> To understand how to form and maintain positive relationships.</p> <p><b>Friendship skills</b> To explore the ups and downs of friendships.</p> <p><b>Marriage</b> To understand the concept of marriage.</p> <p><b>Respecting myself</b> To begin to understand self-respect</p> <p><b>Family life</b> To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.</p> <p><b>Bullying</b> To understand more about bullying and how to get help</p> <p><b>Stereotyping: gender</b> To recognise how attitudes to gender have changed over time.</p> <p><b>Stereotypes: race and religion</b> To explore the impact of stereotypes and how they can lead to discrimination.</p>	<p><b>Relaxation: yoga</b> To use yoga poses and breathing to relax</p> <p><b>The importance of rest</b> To understand the benefits of sleep</p> <p><b>Embracing failure</b> To understand the purpose of failure</p> <p><b>Going for goals</b> To learn how to set short-term, medium-term and long-term goals</p> <p><b>Taking responsibility for my feelings</b> To use vocabulary to describe their feelings and take responsibility for them</p> <p><b>Healthy meals</b> To understand and be able to plan healthy meals</p> <p><b>Sun safety</b> To understand risks associated with the sun and how these can be avoided</p>	<p><b>Breaking the law</b> To begin to understand what happens when the law is broken</p> <p><b>Rights and responsibilities</b> To explore the links between rights and responsibilities</p> <p><b>Protecting the planet</b> To understand how reducing our use of materials and energy will help the environment</p> <p><b>Contributing to the community</b> To understand how we recognise and value the contribution people make to the community</p> <p><b>Pressure groups</b> To recognise the role of pressure groups</p> <p><b>Parliament</b> To begin to understand how parliament works</p>	<p><b>Online friendships</b> To begin to understand some issues related to online friendships including the impact of their actions</p> <p><b>Staying safe online</b> To learn about staying safe online</p> <p><b>Puberty</b> To understand physical changes during puberty</p> <p><b>Menstruation</b> To understand the menstrual cycle</p> <p><b>Emotional changes in puberty</b> To understand emotional changes during puberty</p> <p><b>First Aid: bleeding and head injuries</b> To understand how to help someone who is bleeding</p> <p><b>Alcohol, drugs and tobacco: making decisions</b> To begin to understand the influence others have on us and how we can make our own decisions</p>	<p><b>Why prioritise needs over wants?</b> To prioritise needs over wants.</p> <p><b>What is a weekly budget?</b> To create a weekly budget.</p> <p><b>What is borrowing and loaning?</b> To identify the significance of borrowing and loaning money</p> <p><b>What are the risks of handling money online?</b> To examine the risks associated with handling money online.</p> <p><b>Why challenge workplace stereotypes?</b> To identify and challenge stereotyping in the workplace.</p> <p><b>What makes a suitable career?</b> To explore how personal interests and skills align with different careers.</p> <p><b>Transition lesson</b> To understand the skills needed for roles in school.</p>

Year 6	Autumn		Spring		Summer	
Key skills & ideas (disciplinary knowledge)	Friendships Respectful relationships Change and loss	Health and prevention Physical health and wellbeing Mental wellbeing		Being safe (including online) Drugs, alcohol and tobacco The changing adolescent body Basic first aid		
Key vocabulary	authority, conflict, earn, expectation, grief, grieving, resolve, respect, stereotype	antibodies, growth mindset, habit, qualities, responsibility, skill, vaccination	authority, conflict, earn, expectation, grief, grieving, protected characteristics, resolve, respect, stereotype	alcohol, bladder, breasts, cervix, clitoris, conception, cyberbullying, egg or ova, ejaculation, erection, fallopian tube, fertilisation, genitals, internet trolling	earnings, educational requirements, expenses, gambling, responsibilities, risks, safeguard, university, valuables, workplace	change, identity, images, manipulation, media
Focus / Enquiry question	Family and relationships	Health and wellbeing	Citizenship	Safety and the changing body	Economic wellbeing	Identity
Learning objectives (substantive knowledge)	<p><b>Introduction: Setting ground rules for RSE &amp; PSHE lesson</b></p> <p><b>Respect</b> To understand what we mean by respect and why it is important, <b>Respectful relationships</b> To understand that respect is two-way and how we treat others is how we can expect to be treated. <b>Stereotypes: Attitudes</b> To explore other people's attitudes and ideas and to begin to challenge these. <b>Challenging stereotypes</b> To understand stereotypes and be able to share information on them. <b>Resolving conflict</b> To resolve disputes and conflict through negotiation and compromise. <b>Change and loss</b> To begin to understand the process and emotions relating to grief.</p>	<p><b>What can I be?</b> To identify long term goals and how to work towards them <b>Relaxation: Mindfulness</b> To use mindfulness to manage emotions <b>Taking responsibility for my health</b> To understand and plan for a healthy lifestyle <b>The impact of technology on health</b> To understand the potential impact of technology on physical and mental health <b>Resilience toolbox</b> To reflect on skills they have developed to identify and respond to difficult situations <b>Immunisation</b> To understand ways that we help prevent ourselves and others becoming ill <b>Good and bad habits</b> To understand how habits can be good or bad for our health <b>Physical health concerns</b> To understand what happens when we are ill and begin to understand when to seek support</p>	<p><b>Human rights</b> To understand human rights, including the right to education. <b>Food choices and the environment</b> To understand some environmental issues relating to food and food production <b>Caring for others</b> To understand how to show care and concern for others <b>Prejudice and discrimination</b> To recognise prejudice and discrimination and learn how this can be challenged <b>Valuing diversity</b> To understand diversity and the value different people bring to a community <b>National democracy</b> To begin to understand how government works</p>	<p><b>Alcohol</b> To begin to understand the risks of alcohol <b>Critical digital consumers</b> To start to become a discerning consumer of information online <b>Social media</b> To understand that online relationships should be treated in the same way as face to face relationships <b>Physical and emotional changes of puberty</b> To understand the changes that happen during puberty. <b>Conception*</b> To understand the biology of conception. <b>Pregnancy and birth*</b> To understand the development of the baby during pregnancy <b>First Aid: Choking</b> To understand how to help someone who is choking <b>First Aid: Basic life support</b> To understand how to help someone who is unresponsive</p>	<p><b>How do people navigate their feelings about money?</b> To identify feelings around money and discuss their impact <b>How do people keep money safe?</b> To recognise how to safeguard money in digital and physical environments. <b>What money responsibilities are there in secondary school?</b> To identify how money-related matters develop at secondary school <b>What are the risks of gambling?</b> To recognise the risks of gambling. <b>What is a workplace?</b> To explore how different careers operate in a workplace. <b>What career routes are there?</b> To explore different career routes and their requirements.</p>	<p><b>What is identity?</b> To understand what factors contribute to identity <b>Identity and body image</b> To understand that the media manipulates images  <b>Transition lesson</b> To know that a big change can bring opportunities but also worries.</p>