



PSHE and RSE overview

Key concepts

My healthy self



Connecting with others



The online world



Citizenship



Health protection and growing up



Staying safe



* Please note – whilst this overview outlines the topics that will be covered in each year group, the order in which they are delivered may alter depending on the needs of the individual cohorts.

EYFS	Autumn	Spring	Summer
Personal, social and emotional	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. Throughout the academic year children will: •See themselves as a valuable individual. •Build constructive and respectful relationships. •Express their feelings and consider the feelings of others. •Show resilience and perseverance in the face of challenge. •Identify and moderate their own feelings socially and emotionally •Manage their own needs. •Think about the perspectives of others.		
	Nursery		
	Being Me and Celebrating Difference! Children will begin to build friendships with their peers and build positive relationships with the adults in the room Children will begin, with support, to share and cooperate with one another Children will start to recognise and manage their own feelings Children will understand ways that their friends and adults are different and similar and that being different is celebrated Linked texts: The Koala Who Could The Squirrels Who Squabbled The Lion Inside Elephant's Guide to Making Friends	Healthy Me and Dreaming Big! Children will begin to understand how to keep their bodies healthy, we will learn how eating healthy foods and exercising can keep our bodies fit Children will explore healthy foods and understand other contributors to staying healthy, like sleep, brushing your teeth and hygiene Children will learn to set their own goals and work hard and persevere to reach them Children's achievements and dreams will be acknowledged and encouraged which will support children to feel proud of their achievements and goals Linked texts: Oliver's Fruit Salad Lemur's Guide to Healthy Eating Koala's Guide to Sleep Super Duper You	Relationships: Children are starting to manage their feelings using strategies which adults have helped them with throughout the year Children are beginning to understand what makes a good friend and how I can be a good friend RSE: Developing caring friendships: Children are starting to know that friendships can make us feel happy Being kind: With adult support children know that arguing with friends and then making up can make friendships stronger and that resorting to violence is never right Families: Children are able to identify close members of their family and understanding how different members of the family help each other. Linked texts: A Little Bit Brave Colour Monster Starts School Tiger Has a Tantrum A friend is someone who...

	Reception					
	Self-Regulation: My Feelings	Building Relationships: Special Relationships	Managing Self: Taking on Challenges	Self-Regulation: Listening and Following Instructions	Building Relationships: My Family and Friends	Managing Self: My Wellbeing
	Children will begin to regulate their emotions and behaviour by identifying and categorising their feelings, developing coping strategies and extending vocabulary to describe emotions. They will explore facial expressions so they can recognise emotions in others. They will work together to create a calm corner in the classroom. Linked text: The Colour Monster by Anna Llenas	Children will continue to develop their sense of self and reflect on their relationships with others by discussing their families and special people in their lives. Children will explore how to share appropriately with others, think about their own strengths and interests and explore the differences between themselves and others. Linked texts: The Big Book of Families Family Means Love (Poem) Perfectly Norman by Tom Percival	Children will gain resilience and independence in their learning. They will take part in activities such as building towers, den building and team races which provide an opportunity to fail in a safe environment. Through discussion and activities, children will learn to persevere when faced with these challenges, becoming ambitious learners. Children will explore and learn grounding exercises to support their emotional regulation when they are facing challenges and need to bounce back. Linked texts: Giraffes Can't Dance by Giles Andrae The Lion Inside by Rachel Bright	Children will develop skills in self-regulation through a variety of activities and games. They will gain independence in playing these games with friends. These will include; Simon says, pass the whisper, obstacle races, 'What's the time Mr Wolf?'. The children will also have the opportunity to practise active listening during story times and will work to retell simple narratives. Linked texts: The Three Little Pigs We're Going on a Bear Hunt by Michael Rosen	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. Linked texts: The Squirrels Who Squabbled by Rachel Bright A Pair of Pears and an Orange by Anna McGregor	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. Linked texts: Oliver's Vegetables by Vivian French What's Inside Me? When We Grow up by Melanie Walsh

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key skills & ideas (disciplinary knowledge)	Recognising and talking about emotions Support with mental wellbeing Self-care Bullying and mental health Being active Dental health Healthy diet	The role of family Diversity in family structures Family support. Healthy friendships Friendship challenges Respecting each other Understanding boundaries. Respectful conflict Self-respect and self-esteem Valuing diversity Bullying, Relationship support	Being online Online relationships Risks and harms Responsible and safe use Reporting online	Developing confidence and responsibility and making the most of their abilities Preparing to play an active role as citizens	Preventing illness Dealing with common injuries Sun safety Support with physical health Calling the emergency services	Recognising unsafe personal situations Relationship support Road and rail safety Water safety Hazards at home and away Calling the emergency services Drugs, alcohol, tobacco and vaping
Key vocabulary	Anger, body clues, comfortable, disgust, emotions, face clues, fear, happiness, relax, sadness, safe, surprise, trust, trusted adult, uncomfortable	Calm, fair, family, friendly, lonely, polite, safe, share, strengths, trust, trusted adult, unfair	Balance, digital device, healthy internet, online, polite, rule, safe, screen time, trusted adult	Care, need, rule, safe	999, dentist, doctor, emergency, first aid, germs, illness, injury, medicine, prevent, protect, serious, spread, unwell	body clues, comfortable, danger, emergency, harm, road safety, rule, safe, trusted adult, uncomfortable, unsafe, 999
Focus / Enquiry question	My healthy self How can we look after our emotions?	Connecting with others How can I help myself and others feel happy and safe?	The online world How do we spend time online?	Citizenship How can I help others and the environment?	Health protection How can I protect myself and others in daily life?	Staying safe How can I stay safe?.
Learning objectives (substantive knowledge)	Setting rules for RSE & PSHE lessons What emotions can we recognize? To name and recognise the six emotions. When and why do people show different emotions? To recognise that people may show different emotions in a situation and understand why. How can emotions change? To describe emotions and how they change. What helps us to feel calm or excited? To explore what makes me and others feel excited and calm. What might make us feel worried, annoyed or upset? To explore what makes us feel worried, annoyed or upset. What can we do when our feelings get tricky? To talk about how we can get help with our feelings.	What makes me special? To recognise what makes me special and talk about my strengths. What makes me special? To recognise what makes me special and talk about my strengths. How do families show love and care for each other? To explore how families care for and support each other. What helps me feel safe and cared for? To understand that families should help me feel safe and cared for. What is a friend? To explain how to be a good friend. How can we have a kind and friendly class? To explore how to be kind even when you are angry or upset. How should people behave towards others? To explore kind and respectful behaviours.	When am I online? To recognise when we are online. What can I do online and what can I do in person? To recognise online activities and in-person activities. How should I behave when use a device? To recognise that polite behaviour online is the same as polite behaviour in person. How can I balance screen time with in-person activities? To explain why it is good to balance screen time with in-person activities. What should I do if I see something online that worries me? To understand when and how I should tell an adult about something I see online. How can I stay safe online? To describe how I can stay safe online.	What do babies and toddlers need? To recognise some of the needs of babies and toddlers. What do animals need? To understand that animals have different needs and how to care for them. How can we look after our school environment? To identify ways to look after the school environment. How can I share my ideas respectfully? To show respect when sharing ideas and opinions. Who helps look after our local environment? To recognise how people help look after the school and local environments. How do rules help everyone? To recognise how rules help people, animals and places.	How and why do we wash our hands? To explain how and why we wash our hands. How can I protect myself in any weather? To describe how to protect myself in any weather. Who helps us stay healthy? To recognise people who help keep us healthy. What should I do if I feel unwell? To talk about how my body feels when I am ill. How serious are different injuries? To recognise if an injury is serious or not. How can we get help for serious illnesses or injuries? To identify who can help with serious illnesses and injuries.	How can I stay safe at home? To identify what is safe and unsafe in the home. What is safe for our bodies? To identify what is safe and unsafe for our bodies. What rules can keep me safe? To explain how rules can keep us safe. How can I stay safe near roads? To describe how to stay safe near roads. How might my body feel when something is unsafe? To notice how I feel when something is unsafe. Who can keep me safe? To recognise who and how to ask for help.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key skills & ideas (disciplinary knowledge)	Recognising and talking about emotions Support with mental wellbeing Self-care Bullying and mental health Being active Dental health Healthy diet	The role of family, family support Diversity in family structures Healthy friendships Friendship challenges Respecting each other Understanding boundaries. Respectful conflict Self-respect and self-esteem Valuing diversity Bullying, Relationship support	Being online Online relationships Risks and harms Responsible and safe use Reporting online	Developing confidence and responsibility and making the most of their abilities Preparing to play an active role as citizens	Changing bodies	Recognising unsafe personal situations Relationship support Road and rail safety Water safety Hazards at home and away Calling the emergency services Drugs, alcohol, tobacco and vaping
Key vocabulary	Active, calm, dentist, exercise, five-a-day, healthy, healthy habits, protect	Belong, bullying, calm, carer, fair, family, share, trust, trusted adult	digital device, internet, online, private information, rule, safe, sharing online, trusted adult, uncomfortable	Community, skills	Body, change, grow, nipples, penis, private parts, scrotum, testicles, trusted adult, vagina, vulva	Body, body clues, danger, emergency, harm, healthy, nipples, penis, private parts, rule, safe, safe adult, scrotum, testicles
Focus / Enquiry question	My healthy self How can we look after our bodies?	Connecting with others How can I build safe, kind and caring relationships with others?	The online world How can we stay safe online?	Citizenship How do people belong to a community and earn money?	Growing up How can we look after and respect our bodies as we grow?	Staying safe How can I make safe choices in different places?
Learning objectives (substantive knowledge)	Setting rules for RSE & PSHE lessons How does moving my body make me feel? To describe how being active makes me feel. Why is sleep important? To explain why sleep is important and how a bedtime routine can help. What foods can help me stay healthy? To recognise and explain that fruits and vegetables help keep our bodies healthy. How can I make some healthy food and drink choices? To explain how healthy food and drink choices help the body and mind. What can I do to keep my teeth clean and healthy? To identify ways to keep my teeth clean and healthy. How can I make healthy choices every day? To use what I know about looking after my body to create a healthy daily routine.	How are we all different and the same? To recognise and celebrate how people are different. How are families different and the same? To recognise that all families are different and all are special. How can I show my feelings kindly and calmly? To solve a falling-out kindly. How can I let others know what is okay or not okay for me? To practise telling others when something feels okay or not okay to me. Who can I talk to if something does not feel right? To name who I can talk to and what I can say if something feels unsafe or wrong. What should I do if someone is being unkind again and again? To recognise bullying behaviour and know what to do if it happens.	What can we do online and how can we do it safely? To describe some things people can do online and how to use devices safely. Who can see information shared online? To understand that sharing information online means it can be seen by many people. What is private information? To recognise that private information should not be shared online. How do I know if private information has been shared online? To identify when private information has been shared online. Is everything we see online real? To understand that not everything we see online is real. What should I do if something online worries me? To explain what to do if something online worries me.	Learning objectives to be confirmed Identify some of the groups and communities they belong to and recognise that people can belong to more than one community. Recognise that some groups or communities are chosen and some are not. Give examples of how people contribute to a community and compare different ways people contribute. Name jobs people do in the local and wider community and describe how they help people or communities. Explain why jobs are important and what might happen if nobody did them. Identify what money is used for and explain how it is used to buy goods and services. Identify and compare different ways adults get money, recognising that adults do not all get money in the same way.	How do we grow and change? To identify how we grow and change as we get older. How will I change as I grow up? To describe what people can do as they grow older. Do I make the rules about my own body? To express personal boundaries using simple language. How can I talk about my body? To talk about body parts correctly. How can we show respect for each others bodies? To talk about how to respect other people's belongings and bodies. Who can I talk to if I do not feel safe? To describe how to get help if you feel unsafe or uncomfortable.	What makes my body special? To understand that my body is special and belongs to me. How can I keep my body safe? To recognise simple rules that help keep my body safe. How can I make safe choices at home? To understand how to stay safe at home. How can I stay safe in different places? To identify how to stay safe in different places. What can I do if I cannot find my trusted adult? To understand what to do if I cannot find my trusted adult. How can I stay safe around water? To recognise how to stay safe around water.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key skills & ideas (disciplinary knowledge)	Recognising and talking about emotions Support with mental wellbeing Self-care Bullying and mental health Being active Dental health Healthy diet	The role of family Diversity in family structures Family support Healthy friendships Friendship challenges Respecting each other Understanding boundaries Respectful conflict Self-respect and self-esteem Valuing diversity Bullying, Relationship support	Being online Online relationships Risks and harms Responsible and safe use. Reporting online	Developing confidence and responsibility and making the most of their abilities Preparing to play an active role as citizens	Preventing illness Dealing with common injuries Sun safety Support with physical health Calling the emergency services.	Developing confidence and responsibility and making the most of their abilities Preparing to play an active role as citizens
Key vocabulary	Feelings, health, mind, mood, respect, routine, support, trust team	Behaviour, boundaries, communicate, falling-out, friendship, relationship, respect, self-respect, support	age restriction, anonymous, block, communicate, report, respect, respectful, screenshot	Budget, business, environment, human rights, local council, respect, responsibilities		
Focus / Enquiry question	My healthy self How can I take care of my mind and body?	Connecting with others What helps us feel safe and included?	The online world How should we communicate online?	Citizenship What rights and responsibilities do we have?	Health protection How can we prevent illness and injury and respond if they happen?	Citizenship What careers do people choose and why?
Learning objectives (substantive knowledge)	Setting rules for RSE & PSHE lessons How do emotions affect my body? To describe how emotions can affect our bodies. How can I tell how someone else might be feeling? To recognise how others might be feeling using clues. How are my mind and body connected? To understand that our minds and bodies are connected. How does sleep help my mind and body? To understand why sleep is important and how we can sleep well. What can I do when I experience strong emotions? To identify strategies that may be helpful when experiencing strong emotions. When should I ask an adult for emotional support? To understand how to support ourselves and get help with our feelings.	How can I respect myself? To recognise what self-respect is and why it is important. What are personal boundaries? To identify my personal boundaries. What makes a family? To identify how families can spend time together and support each other. How can I be a good friend? To describe what makes a good friend. How can we repair a friendship after a falling-out? To explore fair ways to respond after a falling-out with a friend. What are the different types of bullying? To identify what bullying is and how it might make someone feel.	How do we communicate online? To identify ways people communicate online and in person. How can we be respectful when we communicate online? To describe respectful ways to communicate online. How can communication online sometimes be misunderstood? To explain how online communication can be misunderstood. How should I respond to online bullying? To understand how to respond safely to online bullying. Why do we need to be careful when communicating online? To explain why we must be careful when communicating online. How can I keep myself safe online? To explain and practise ways to stay safe online and seek help.	What are human rights? To recognise that everyone has rights and responsibilities. What rights should children have? To recognise that children have rights and why they matter. How can we help the environment by reducing what we use? To understand how reducing what we use helps protect the environment. How can reusing items help the environment? To understand how reusing items helps protect the environment. Why is recycling important? To recognise our responsibility to recycle at home, school and in the local area.	Learning objectives to be confirmed Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999.	Learning objectives to be confirmed Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key skills & ideas (disciplinary knowledge)	Recognising and talking about emotions Support with mental wellbeing Self-care Bullying and mental health Being active Dental health Healthy diet	The role of family, family support Diversity in family structures Healthy friendships Friendship challenges Respecting each other Understanding boundaries Respectful conflict Self-respect and self-esteem Valuing diversity Bullying, Relationship support	Being online Online relationships Risks and harms Responsible and safe use. Reporting online	Developing confidence and responsibility and making the most of their abilities Preparing to play an active role as citizens	Changing bodies	Recognising unsafe personal situations. Relationship support Road and rail safety Water safety Hazards at home and away Calling the emergency services Drugs, alcohol, tobacco and vaping
Key vocabulary	Balanced diet, dehydrated, fixed mindset, growth mindset, health, hydrated, mental health mindset, nutrients, physical health, resilience	Assertive, compromise, disrespect, manners, respect, self-respect	Age-restriction, online content, reliable, search engine, search result	Bank, budget, feeling, value	Boundaries, breasts. Communicate, period, permission, physical changes, puberty. respect	Alcohol, boundaries, cigarettes, crossing, current, hazard/s, inappropriate, operator, personal space, pressure, risks, tide. vape
Focus / Enquiry question	My healthy self How can I make healthy choices?	Connecting with others How can we respect each other?	The online world How can we decide what to trust online?	Citizenship How can I spend money responsibly?	Growing up How will my body and emotions change as I grow up?	Staying safe What signs help me recognise what is safe or unsafe?
Learning objectives (substantive knowledge)	Setting rules for RSE & PSHE lessons What is a balanced diet and why does having one matter? To explore the importance of having a balanced diet. How can being active help my mind and body? To investigate how physical activity affects the body. How can I keep my energy up throughout the day? To examine how daily habits and choices can affect our energy levels. How can I get support for myself or others? To recognise when someone may need support and how to seek help. How can I respond when things feel hard? To understand how a growth mindset helps us respond to challenges. Why is helping others good for me too? To understand that being kind can help me too.	How can I show self-respect? To use positive thoughts and words when things are challenging. How can I show respect to others? To practise being respectful in different settings. How can I build trusting friendships? To describe a range of ways to build trusting friendships. How can we solve friendship challenges? To consider how actions help us look after our friendships. How should I respond to bullying? To explain when and how to ask for help if I see bullying. What is a stereotype? To describe what stereotypes are and why they are unfair.	How can the internet be helpful and challenging? To recognise how the internet can be helpful and challenging. Is all online content appropriate for me? To recognise that not all online content is appropriate for children. Why should we be careful what we trust online? To recognise that some online information can be misleading. How can we check if online information is reliable? To check whether online information is reliable. How can we use multiple sources to check online information? To evaluate multiple sources of online information. Why should we question what we see online? To recognise the importance of questioning online content.	Learning objectives to be confirmed Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.	What are body boundaries? To explain what body boundaries are and how to communicate them. How will I grow and change during puberty? To explore how bodies change during puberty. Which emotional changes could I experience when growing up? To explain how to manage emotions and feelings during puberty. What is a period? To explain what a period is and what happens when you have one. How can we show kindness and understanding about body changes? To describe how and why we should treat others with kindness and respect. Who can I talk to about growing up and changes? To identify trusted adults and explain how they can help with worries about growing up and change.	How can I tell if a situation is unsafe? To identify warning signs that a situation may be unsafe. What do I do if a situation feels unsafe? To respond to an uncomfortable situation safely. How can I stay safe around traffic? To identify common risks and explain how to stay safe when walking, cycling or scooting. Why can water be dangerous? To explain how to stay safe in, on and around water. What drugs are safe or unsafe? To explain when drugs and medicines can be helpful or harmful. How can I prevent accidents? To recognise hazards and explain how thinking ahead reduces risk.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key skills & ideas (disciplinary knowledge)	Recognising and talking about emotions. Support with mental wellbeing Self-care Bullying and mental health Being active. Dental health. Healthy diet	The role of family, family support Diversity in family structures Healthy friendships, Friendship challenges Respecting each other Understanding boundaries Respectful conflict Self- respect and self- esteem Valuing diversity Bullying, Relationship support	Being online. Online relationships Risks and harms. Responsible and safe use Reporting online	Developing confidence and responsibility and making the most of their abilities Preparing to play an active role as citizens.	Changing bodies	Developing confidence and responsibility and making the most of their abilities Preparing to play an active role as citizens.
Key vocabulary	Light activity, moderate activity, regulate, response, vigorous activity	Civil partnership, commitment, conflict, influence, marriage, support	Advert, fact, influence, mislead, opinion, scam, sponsored, targeted advert	Campaign, citizen, councillor, democracy, government, influence, issue, Member of Parliament, national, tax	Egg, erection, genitals, hormones, hygiene, menstrual cup, period pad, period pants, self-conscious, sensitive, tampon, wet dream, womb/uterus	Expenditure, income, loan, gambling
Focus / Enquiry question	My healthy self How can I support my mind and body as I grow?	Connecting with others Why are healthy relationships important?	The online world How am I influenced by what I see online?	Citizenship How can we make a difference in our communities and beyond?	Growing up How can I manage the changes to my body and emotions as I grow up?	Citizenship How can we be in control of our money?
Learning objectives (substantive knowledge)	Setting rules for RSE & PSHE lessons What do food labels really tell us? To explore how food labels can help in making healthier choices. How active am I and how can I move more? To reflect on how active I am. What are the different types of physical activity and how do they affect us? To compare the impact of different physical activities on the body. How can I recognise complex feelings? To recognise a range of complex feelings. How can I respond to strong and complex feelings? To recognise and respond to strong and complex feelings. How can we tell when someone might need support with their mental health? To recognise how to look after mental health.	What makes me who I am? To describe how our identities are influenced by different factors. How do families show commitment to each other? To understand what commitment means and how it is shown in family relationships. How can families support and protect each other? To identify different ways that families can support and protect each other. What helps us make and maintain healthy friendships? To evaluate healthy and unhealthy friendships. How can we manage challenges in friendships? To develop and apply positive ways to respond to friendship challenges. How can I be assertive and respectful? To reflect on what assertive communication looks like and why it is important.	How do adverts try to influence us online? To analyse how online adverts influence what we click, buy or watch. How are adverts chosen for me online? To explain how online adverts are targeted. How else am I influenced online? To recognise how different types of online content influence choices and behaviour. How do online trends shape our choices offline? To explain how online trends influence behaviour. How does what we see online influence our viewpoints? To analyse how opinions shared online can shape our views. How can some online messages be misleading? To recognise that online messages can be misleading.	How can we show care for others? To recognise how to show care for others. How do people contribute to the community? To recognise how individuals and groups can contribute to a community. How does the UK Government work? To recognise how the UK Government works. What is the role of a local councillor? To understand the role of a local councillor. What are pressure groups? To recognise the role of pressure groups. How can people influence the decisions made by the government? To recognise how people can influence decisions made by the government.	How will my body grow during puberty? To discuss the physical and emotional changes that happen during puberty. How can I keep myself clean and hygienic? To explain how good hygiene helps me look after my body, including my private parts. How can we treat others with kindness during puberty? To recognise how to treat others with kindness during puberty. How can I manage my emotions and feelings during puberty? To identify emotions that may change during puberty and know who to talk to for support. What is a period? To describe what a period is and how to manage it. How can I challenge behaviour which crosses personal boundaries? To recognise personal boundaries and know how to respond when they are crossed.	Learning objectives to be confirmed Distinguish between needs and wants when making spending decisions. Identify different sources of income and types of expenditure. Allocate money within a weekly budget while prioritising needs. Explain how a loan works. Evaluate whether taking out a loan is sensible, including the consequences of late repayment. Identify situations where money may be at risk online or offline. Recommend suitable strategies for keeping money safe. Assess the possible risks and consequences of different forms of gambling.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key skills & ideas (disciplinary knowledge)	Recognising and talking about emotions. Support with mental wellbeing Self-care Bullying and mental health Being active. Dental health. Healthy diet	The role of family, Family support Diversity in family structures Healthy friendships. Friendship challenges Respecting each other Understanding boundaries Respectful conflict Self- respect and self- esteem Valuing diversity Bullying, Relationship support	Being online. Online relationships Risks and harms. Responsible and safe use Reporting online	Developing confidence and responsibility and making the most of their abilities Preparing to play an active role as citizens.	Recognising unsafe personal situations. Relationship support Road and rail safety. Water safety. Hazards at home and away. Calling the emergency services Drugs, alcohol, tobacco and vaping.	Body Knowledge & Respectful Communication, Human Reproduction, Pregnancy & Birth, Families & Parenthood, Consent & the Law.
Key vocabulary	Calories, dental hygiene, flossing, long-term, mental health, regulate, self-esteem	Bystander, discrimination, empathy, self-esteem, stereotypes, upstander	Harmful, online bullying, online, reputation, realistic, unrealistic, upstander		Addictive, bystander, cautious, coastguard, consent, drugs, emergency services, peer pressure, public transport. threat	Conception, consent, ovary, pregnant, sexual intercourse, sperm
Focus / Enquiry question	My healthy self How do my choices today shape my future health?	Connecting with others What does it mean to stand up for myself and others?	Online world How do I feel about the things I see online?	Citizenship How can we protect everyone's rights?	Staying safe How can I stay safe as I grow up?	Growing up How do people become parents and carers?
Learning objectives (substantive knowledge)	Setting rules for RSE & PSHE lessons Why do healthy teeth matter for the future? To understand how daily habits protect long-term dental health. How can I eat for a healthier future? To interpret nutritional information to help make informed choices about food. What habits might support my future health? To describe how habits can influence long-term health. How can I recognise and regulate complex feelings? To recognise and regulate strong and complex feelings. How does my mindset affect my personal growth? To explain how our mindset can affect our personal growth. How can I support self-esteem for myself and others? To understand how my actions can impact myself and others.	How does self-esteem help me? To make links between values and personal growth. How can I be respectful in different situations? To evaluate how to be respectful in different situations. How can I set and respect boundaries? To set and respect personal boundaries, including seeking and giving consent. How can we challenge unfairness? To evaluate safe, respectful ways to challenge unfairness in everyday situations. How can we work together to stop bullying? To describe how to respond to bullying safely. When and how should I seek help? To explain when to seek help for yourself or someone else.	How do online platforms keep users engaged? To understand how online platforms engage users and recognise ways to manage online activity. How can I make safe choices if I am gaming online? To recognise why some online gaming can be risky and how to make safe choices. Is online content always realistic? To analyse how online content can influence how people think and feel. What is harmful online behaviour? To recognise and respond to harmful online behaviours. Does what we post online matter? To understand how what we share online can affect ourselves and others. How does being online make me feel? To recognise the impact of online experiences on wellbeing and how to respond positively.	Learning objectives to be confirmed Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion	How can I stay safe on my own at home? To describe how to keep myself safe when I am at home without adult support. How can I stay safe outside on my own? To predict and plan for risks outside the home. How can I travel safely on my own? To explain how to stay safe near railways. How can I stay safe in, on and around water? To manage risk in, on and around water by following the water safety code. How can I stay safe when I feel peer pressure? To recognise and respond to peer pressure. How can I stay safe around drugs? To recognise the risks of drug misuse and how to make safe choices.	Which words can we use to describe our private body parts? To use the correct scientific vocabulary to name private body parts respectfully. How are babies made? To describe how a baby is made using scientific vocabulary. What happens in pregnancy and how are babies born? To understand the stages of pregnancy and the different ways babies are born. How are families formed? To recognise that families can be formed in different ways. How does life change after having a baby? To consider some of the responsibilities of having a baby. What is consent? To understand what consent means.