

**PSHE and RSE Programme of Study 2017**

Year	Health and Wellbeing	Relationships	Living in the Wider World
<p align="center"><b>Reception / Foundation Stage</b></p>	<ul style="list-style-type: none"> <li>• The importance of and how to maintain personal hygiene. H6</li> <li>• About growing and changing and new opportunities and responsibilities that increasing independence may bring. H9</li> <li>• To recognise that they share a responsibility for keeping themselves and other safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. H12, 14, 15</li> <li>• The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. H10</li> </ul>	<ul style="list-style-type: none"> <li>• To identify their special people (family, friends, carers), and what makes them special and how special people should care for one another. R9</li> <li>• To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). R6</li> <li>• To recognise how their behaviour affects other people. R2</li> <li>• The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. R3</li> </ul>	<ul style="list-style-type: none"> <li>• That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed). L3</li> <li>• That they belong to various groups and communities such as family and school. L4</li> <li>• To help construct, and agree to follow, group and class rules and to understand how these rules help them. L2</li> <li>• How to contribute to the life of the classroom. L1</li> </ul>
<p align="center"><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• About the process of growing from young to old and how people's needs change. H8</li> <li>• About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. H13</li> <li>• Rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets.) H12, 14, 15</li> <li>• About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. H4</li> <li>• What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. H1</li> </ul>	<ul style="list-style-type: none"> <li>• To communicate their feelings to others, to recognise how others show feelings and how to respond. R1</li> <li>• To identify and respect the differences and similarities between people. R1</li> <li>• To recognise what is fair and unfair, kind and unkind, what is right and wrong. R4</li> </ul>	<ul style="list-style-type: none"> <li>• What improves and harms their local, natural and built environments and about some of the ways people look after them. L5</li> </ul>

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Year 2	<ul style="list-style-type: none"> <li>• How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. H7</li> <li>• That household products, including medicines, can be harmful if not used properly. H11</li> <li>• About change and loss and the associated feelings (including moving home, losing toys, pets or friends. H5</li> <li>• To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. H2</li> <li>• To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. H3</li> </ul>	<ul style="list-style-type: none"> <li>• That there are different types of teasing and bullying, that these are wrong and unacceptable. R13</li> <li>• That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). R11</li> <li>• To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. R5</li> <li>• How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. R14</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). R10</li> <li>• To offer constructive support and feedback to others. R7</li> <li>• To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. R12</li> </ul>	<ul style="list-style-type: none"> <li>• About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. L7</li> <li>• That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. L6</li> </ul>
All EYFS and KS1	<ul style="list-style-type: none"> <li>• What is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy. H16</li> <li>• The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. H10</li> </ul>		<ul style="list-style-type: none"> <li>• Ways in which they are all unique; understand that there has never been and will never be another ‘them’. L8</li> <li>• Ways in which we are the same as all other people; what we have in common with everyone else. L9</li> <li>• About the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. L10</li> </ul>

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<p align="center"><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. H3</li> <li>That bacteria and viruses can affect health and that following simple routines can reduce their spread. H12</li> <li>Strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones). H21</li> <li>About people who are responsible for helping them stay healthy and safe and ways that they can help these people. H23</li> <li>The importance of protecting personal information, including passwords, addresses and images of themselves and others. H22</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and respond appropriately to a wider range of feelings in others. R1</li> <li>To judge what kind of physical contact is acceptable and how to respond. R8</li> <li>The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.' R9</li> <li>To recognise what constitutes a positive, healthy relationship. R2</li> <li>That their actions affect themselves and others. R7</li> <li>To work collaboratively towards shared goals. R11</li> <li>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. R3</li> <li>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). R18</li> </ul>	<ul style="list-style-type: none"> <li>To think about the lives of people living in other places, and people with different values and customs. L12</li> <li>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. L6</li> <li>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. L8</li> <li>That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. L7</li> </ul>
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<p align="center"><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>What is meant by the term 'habit' and why habits can be hard to change. H16</li> <li>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this an opportunity to build resilience. H10</li> <li>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. H6</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and challenge stereotypes. R16</li> <li>To recognise and manage 'dares'. R15</li> </ul>	<ul style="list-style-type: none"> <li>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. L13</li> <li>About enterprise and the skills that make someone 'enterprising'. L16</li> <li>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. L10</li> <li>What being part of a community means, and about the varied institutions that support local communities locally and nationally. L9</li> </ul>
	<ul style="list-style-type: none"> <li>Which, why and how, commonly available substances and drugs (including alcohol,</li> </ul>	<ul style="list-style-type: none"> <li>To listen and respond respectfully to a wide range of people, to feel confident to raise their</li> </ul>	<ul style="list-style-type: none"> <li>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'</li> </ul>

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<p><b>Year 5</b></p>	<p>tobacco and energy drinks) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. H17</p> <ul style="list-style-type: none"> <li>• What positively and negatively affects their physical, mental and emotional health (including the media). H1</li> <li>• How their body will and their emotions may change as they approach and move through puberty. H18</li> <li>• To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. H14</li> <li>• School rules about health and safety, basic emergency aid procedures, where and how to get help. H15</li> <li>• To differentiate between the terms, 'risk,' 'danger' and 'hazard.' H9</li> </ul>	<p>own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. R10</p> <ul style="list-style-type: none"> <li>• To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. R12</li> </ul>	<p>(e.g. their contribution to society through the payment of VAT). L14</p> <ul style="list-style-type: none"> <li>• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. L15</li> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. L11</li> </ul>
<p><b>Year</b></p>	<p><b>Health and Wellbeing</b></p>	<p><b>Relationships</b></p>	<p><b>Living in the Wider World</b></p>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. H11</li> <li>• To recognise how images in the media and online do not always reflect reality and can affect how people feel about themselves. H4</li> <li>• How their body will and their emotions may change as they approach and move through puberty. H18</li> <li>• About human reproduction. H19</li> <li>• How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle.' H2</li> </ul>	<ul style="list-style-type: none"> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help). R14</li> <li>• To recognise different types of relationship, including those between acquaintances, relatives, friends and families. R4</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010). R13</li> </ul>	<ul style="list-style-type: none"> <li>• To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. L1</li> <li>• To explore and critique how the media present information. L17</li> <li>• Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. L2</li> </ul>

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	<ul style="list-style-type: none"> <li>• How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. H13</li> </ul>		
<p><b>ALL KS2</b></p>	<ul style="list-style-type: none"> <li>• To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. H7</li> <li>• About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. H8</li> <li>• About taking care of their body, understanding that they have a right to protect their body from inappropriate and unwanted contact and develop the skills and strategies required to get support if they have fears. H20</li> <li>• To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. H5</li> </ul>	<ul style="list-style-type: none"> <li>• That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. R5</li> <li>• That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. R6</li> <li>• About the difference between, and the terms associated with, sex, gender identity and sexual orientation (LGBT) R17</li> <li>• That two people love and care for one another, can be in a committed relationship and not be married and in a civil partnership. R19</li> <li>• That forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage and to know how to get support for themselves or others. R20</li> <li>• To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. R21</li> </ul>	<ul style="list-style-type: none"> <li>• The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night, etc). H24</li> <li>• How to manage requests for images of themselves and others; what is and is not appropriate to ask for and share; who to talk to if they feel uncomfortable or are concerned by such a request. H25</li> <li>• To understand that their basic human rights shared by all peoples in all societies and that children have their own special rights set out in their United Nations declaration of the rights of the child. L3</li> <li>• That these universal rights are there to protect everyone and have primacy both over national law and family and community practices. L4</li> <li>• To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. L18</li> </ul>

Red font is RSE focus. Numbers are taken from the PSHE Education Programme of Study, 2017.