

Hove Learning Federation Personal, Social and Health Education Policy Including, Relationships and Sex Education Policy

Amended: Spring 2026

Adopted by Learning & Teaching Committee on behalf of the Governing body:

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.

Contents



1. Introduction
2. Statutory Duties
3. Aims
4. Intent
5. Implementation
6. Role of School Governors
7. Content
8. Relationships and Sex Education
9. Assessment
10. Outdoor Learning
11. Skills
12. Knowledge and vocabulary
13. Appendixes

1. Introduction

Children and young people grow up in a world that is increasingly complex, both online and offline. This brings exciting opportunities but also challenges and risks. To thrive, they need the knowledge and skills to stay safe, healthy, and make informed decisions about their wellbeing and relationships.

(Foreword, DfE RSHE Statutory Guidance, July 2025)

The subject of PSHE at its heart is about helping children and young people to have safer, healthier, and happier lives now and future.

Personal, Social, Health and Citizenship Education (PSHE&C) is a key area of our curriculum that demonstrates our school's ethos to prepare children for life in modern Britain and beyond. PSHE and RSE lessons help fulfil our shared statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them with opportunities, responsibilities and experiences of life.

2. Statutory Duties

- Relationships and Health Education is compulsory in **primary schools**.
- Relationships, Sex and Health Education is compulsory in **secondary schools**.

At our school, RSHE is delivered through **PSHE education** (Personal, Social, Health, and Economic education) as part of our wider curriculum.

This policy applies to all pupils, including those educated off-site for part of their education. It also signposts support for pupils who need additional help with wellbeing and safety. This policy should be read alongside our Safeguarding and Child Protection Policy, Behaviour Policy, and Online Safety Policy.

Our school reflects the diversity of modern British society. Our school adheres to the Equalities Act 2010 as well as promoting British Human Values. This includes respect and tolerance of diversity in all its forms. We aim to provide a safe space where pupils can explore identity and build a better future. This policy aligns with and is supported by our policies on Positive Relationships, Inclusion, Equality, Anti-Bullying, and Safeguarding.

Links:

- [DfE RSHE Statutory Guidance](#)
- [Keeping children safe in education 2025](#)

This policy and all PSHE materials are available in accessible formats on request (large print, translation, simplified English, or audio).

We will make every effort therefore to ensure that our PSHE programme is inclusive of all groups of pupils, is informed by their needs and reflects the diversity of our school and wider community. PSHE supports understanding of equality and diversity, the development of critical thinking skills, and encourages respectful and safe discussion and debate on sensitive issues.

Our PSHE programme also supports us in our safeguarding duties and develops the skills pupils need to keep themselves safe including online

3. Aims

At Hove Learning Federation, our vision is that our children will develop the skills, knowledge and tools to live happy and successful lives. We work in partnership with families, and members of the wider community to support children's development.

Children will develop confidence in themselves and their unique identity; skills for positive relationships with others; an appreciation of the diversity of our community; skills to stay safe both on and offline, as well as skills to maintain physical and mental health.

4. Intent

At Hove Learning Federation we follow the RSHE Statutory Guidance Guiding Principles for all PSHE/RSHE lessons and activities:

- Engagement with pupils.
- Engagement and transparency with parents.
- Positivity.
- Careful sequencing.
- Relevant and responsive.
- Skilled delivery of participative education.
- Whole school approach.

(Guiding Principles for RSHE - [Relationships Education, Relationships and Sex Education and Health Education guidance](#))

We use these guiding principles to inform and support all our PSHE & RSE work.

PSHE education is central to our curriculum and our safeguarding provision. PSHE & RSE forms a key part of preventative education. It helps pupils build positive, equal, and consensual relationships and develop skills to keep themselves and others safe and healthy—both on and offline.

Our curriculum:

- Promotes kindness, respect, consent, resilience, and self-efficacy.
- Is ambitious and inclusive, giving all pupils the knowledge and skills to succeed.
- Provides opportunities to practise skills in real-life contexts, such as managing rejection or asking for help.
- To ensure children are safe, happy and achieving their full potential
- To improve life chances by providing opportunities to develop skills for lifelong learning
- For children to be responsible, active citizens in a multi-cultural and modern Britain
- To celebrate diversity
- To prepare children for the complexities and challenges of modern life

5. Implementation

During their time at Hove Learning Federation, we aim to enable children to:

- Develop personal autonomy by encouraging self-awareness, self-esteem and self-confidence.
- Acquire a sense of social and moral responsibility, both to themselves and others.
- Make informed decisions.
- Encourage tolerance, respect and sensitivity to others.
- Understand that they can make a contribution to their community and to recognise the value of their involvement.
- Understand society, including its political, economic, and legal structures.
- Be aware of world issues and their role in this context.

6. Role of Governors

School governors have a statutory responsibility to ensure that RSE is delivered effectively, appropriately, and in line with government guidance.

Governors are responsible for:

- Ensuring there is a compliant RSE policy and that it is reviewed regularly.
- Overseeing the quality and effectiveness of RSE and PSHE provision.
- Ensuring the curriculum is inclusive, age-appropriate, and meets the needs of all pupils.
- Supporting parental engagement and transparency, including withdrawal rights.
- Ensuring staff have access to appropriate training and resources.
- Monitoring delivery and evaluating impact through reports from the PSHE lead. As our Infant PSHE Lead is a Staff Governor and PSHE Primary Lead for the county, this interweaves seamlessly for our monitoring of the subject.

7. Content

Aims and key principles:

Expectations:	Strategies:
<p>Learning objectives and statements related to the early learning goals are taught in the Early Years.</p>	<ul style="list-style-type: none"> • The three strands of PSHE (Personal, Social, and Emotional Development) learning in the Early Years are ‘Building Relationships’, ‘Self-Regulation’ and ‘Managing Self’. Age bands range from 0-Reception age and each of these bands have age related learning expectations. We teach from these strands in our PSHE lessons using Brighton & Hove City Council guidance for long term planning. • These strands of PSED naturally occur within other areas of learning, for example, during PE lessons. There are also opportunities in the classroom environment to develop these skills beyond taught lessons.
<p>The National Curriculum objectives are used to support planning in KS1 and KS2.</p>	<ul style="list-style-type: none"> • All year groups have weekly, age-appropriate, PSHE lessons. Brighton & Hove City Council PSHE Service has produced a Programme of Study for PSHE education and a range of resources to support planning and delivery. • We use these resources alongside statutory guidance from the Department for Education PSHE Association Programme of Study for PSHE Education (Key Stages 1-5), as a guide to developing our own curriculum to suit the needs and character of our school, our children and as part of a broad and balanced curriculum. • Key aspects of the subject are also addressed during assemblies, school council feedback and story time. The class teacher may also use the forum of ‘circle time’ to address specific class issues that may arise, e.g. friendship issues, gender stereotypes or bullying behaviours.
<p>A clear spiral curriculum that progresses throughout each key stage builds on prior learning and introduces age-appropriate concepts, knowledge and skills.</p>	<ul style="list-style-type: none"> • The programme is taught through a spiral curriculum. This means themes are approached in an age-appropriate way and returned to later, building on what has gone before and which reflects and meets the personal and developmental needs of the children and young people.
<p>Organisation of content across the school</p>	<ul style="list-style-type: none"> • Please see Appendix 1 for curriculum content in more detail
<p>PSHE links to other areas of the curriculum</p>	<ul style="list-style-type: none"> • Our PSHE education programme is enriched by cross-curricular and other activities designed to enhance personal development and support children and young people, including, but not limited to: Working With Others activities; Anti Bullying Week; Refugee Week; Walk to School Week; Hello Yellow Mental Health Day; Red Nose Day and Black History 365. • The PSHE education curriculum is supported by other learning opportunities across the curriculum and in assemblies. This delivery is monitored as outlined above to ensure all pupils receive a quality programme of relevant PSHE.

	<ul style="list-style-type: none"> • PSHE education complements several subjects including Science, PE, RE, Computing, and Citizenship. We look for opportunities to draw links between the subjects where appropriate. For example, encouraging an understanding of life skills such as maintaining bodily hygiene and making healthy lifestyle choices in Science, and recognising and celebrating different religions, races and lives in RE. For more information about specific cross curricular links in each year group, see termly overviews. • PSHE Education also contributes to whole school projects such as those we undertake for the Schools of Sanctuary Programme: Arts Week/Refugee Week and the school 'Shelter' project.
<p>Inspirational and relatable role models are referred to and taught.</p>	<ul style="list-style-type: none"> • All staff make a valuable contribution to the PSHE curriculum in our school. To support the development of our children we maintain strong links with parents, governors and external agencies such as the Police Liaison Officer and School Nurse. These visitors are briefed to ensure that their contribution fits effectively into our scheme of work. • The children may also receive visits from members of the public and parents. Such experiences, coordinated by the subject leader and/or Year Group Leader, allow the children to deepen their learning by linking it to professionals in real life contexts, e.g. hand washing taught by a nurse, or families sharing their career choices and answering questions about their role in the community.
<p>PSHE lessons are hands on and active.</p>	<ul style="list-style-type: none"> • Teachers utilise a range of strategies to deliver PSHE with a focus on active and experiential learning techniques. This enables pupil participation, involvement in their learning and develops pupil's confidence and skills in talking, listening and critical thinking. • Children are encouraged to take responsibility for their own learning within an environment conducive to independence. • Techniques used include (please note this list is not exhaustive): • Establishing Golden Rules and classroom rules (class charters) with pupils – as in all aspects of PSHE a set of ground rules helps to create a safe environment <ul style="list-style-type: none"> ○ Using distancing techniques such as puppets, stories and video clips ○ Preparing for unexpected questions or comments from pupils and enabling children to learn from mistakes and respect differences of opinion. It is also important for children to know that it is safe to change their minds. ○ Use of Circle Time (originally developed by Jenny Mosley) ○ Use of interactive displays e.g. 'Feelings display' • We promote being curious as a key part of learning and children and young people often have a range of questions to ask. As educators we aim to respond positively to all questions, bearing in mind the age and maturity of the pupils and the need to model that we can talk about difficult or sensitive issues. • During some units of work, we use our class worry box to encourage the posting of anonymous questions. Teachers then use the questions/worries posted to plan lessons and develop opportunities for individuals or groups to research the question (if appropriate).
<p>Extra-curricular opportunities are offered</p>	<ul style="list-style-type: none"> • Opportunities for extra-curricular activities, such as School Council, after school clubs or one-off activities are promoted by the PSHE coordinators via the School Newsletter • The School Council is elected by each class to ensure fair representation.

	<ul style="list-style-type: none"> Particular events that may suit individuals, such as the School Council Pupil Participation Day, will be arranged by the coordinators, and/or School Council leader.
Sustainability topics are taught.	<ul style="list-style-type: none"> The activities, equipment, displays and references used in PSHE reflect the interests and experiences of all children and promote an awareness of global learning Opportunities for celebrating cultural diversity and promoting community cohesion are identified in the Scheme of Work. Resources used include items from multiple countries and an array of cultures and reflect the interests and experiences of children, ensuring that stereotypes are challenged and positive contributions and achievements of all members of society are both recognised and celebrated. Events such as Eco-week, visitors to our school such as a local vet and ambulance service and Sussex Wildlife Trust enhances the curriculum and helps to promote community cohesion.

8. Relationships and Sex Education

Expectations:	Strategies:
Learning with Families	<p>Parents and carers are their child's first educators, and we value their role. Our governing body takes seriously its duty to consider parents and carers' views when developing PSHE & RSE policy and curriculum. We aim for open, transparent communication and collaboration.</p> <p>How we engage:</p> <ul style="list-style-type: none"> We hold annual information sessions or workshops so families can learn about PSHE and RSE and the resources we use. Where possible we provide interpreters on request and work with the English as an Additional Language and Traveller Service (EALTS) to support families with English as an additional language. We make effort to engage parents from faith communities in discussions about PSHE/RSHE.
Parents and carers are informed of upcoming sessions	<p>Resources and communication:</p> <ul style="list-style-type: none"> Our website includes curriculum maps, topic plans, and example resources so families can follow what is taught. We share home-learning ideas and signpost support services for family wellbeing. We highlight key events and services to support children's physical and emotional well-being in our fortnightly newsletters Families can contact our PSHE leads, their child's Class Teacher, or our Site Leads with any questions or concerns. <p>Families will be advised about forthcoming RHE lessons. Further details of the lessons will be provided to parents and carers upon request and they will be invited to view any materials before the lesson. We also lead workshops</p>

	for parents and carers annually on these sessions to promote clarity and allay any fears surrounding them.
The National Curriculum objectives are used to support planning in KS1	The statutory Science curriculum includes learning about the main external body parts, the human body as it grows from birth to old age and reproduction in plants and animals. Parents and carers do not have a right to withdraw children from Science lessons.
The National Curriculum objectives are used to support planning in KS2	Our curriculum includes age-appropriate teaching and learning about relationships, puberty and how a baby is conceived and born. Parents and carers have the right to withdraw from this part of the PSHE curriculum. The sex education elements of the curriculum are highlighted on the curriculum information we share with parents and carers.
RHE and Religious Beliefs	<p>We respect all faiths and do not assume personal views based on religion. We consider religious backgrounds when planning lessons, for example:</p> <ul style="list-style-type: none"> • Teaching different faith perspectives on relationships as well as in drug, vaping & smoking and alcohol education. • We ensure that the topic of marriage is explored in a comprehensive and inclusive way, including different faith and non-faith perspectives. • We offer additional single-sex groups learning around puberty and bodily changes e.g. menstruation. • Avoiding sex education during Ramadan, where possible.
Parental right to withdraw	<p>Right to Withdraw from Sex Education</p> <p>Families can request to withdraw their child from sex education delivered as part of RSE (but not from statutory science content or other RSE or PSHE content that is not sex education) up to three terms before the child turns sixteen. A child can opt back into sex education lessons three terms before their 16th birthday if they wish, even if their parent/carer has requested to withdraw them up to that point.</p> <p>We clearly identify which lessons include sex education in our curriculum map. We inform families of their right in welcome packs, newsletters, and letters home.</p> <p>Process:</p> <ul style="list-style-type: none"> • A request to withdraw a child from sex education lessons should be made to the Headteacher. • The Head teacher and PSHE coordinator will meet with families to discuss concerns, explain the curriculum rationale, and explore adaptations where appropriate. • If families still wish to withdraw, we will respect the request (unless exceptional circumstances apply) and agree which lesson or lessons the child will miss. • Pupils withdrawn will receive purposeful alternative education.
Parental right to withdraw in Key Stage One	<ul style="list-style-type: none"> • Parents and carers have the right to withdraw their child from sex education. • The only sex education delivered at WHI is one slide of a PowerPoint of one lesson in Year 2. This is the part of the lesson when we explain

	<p>why male and female bodies are different and the explanation that a sperm and an egg are needed to make a baby.</p> <ul style="list-style-type: none"> • Parents can request to withdraw their child by speaking to the class teacher at any point in the year. Sessions for this are taught in Summer 2 and we will send yearly reminders of this in the Summer 1 Term. • If families do request their child be removed for this part of the session, they will be given alternate work to do for the five minutes (maximum) of this lesson. <p>Important</p> <p>Whilst we will agree to most withdrawals as requested, we cannot stop children from discussing lessons out of the classroom and therefore cannot guarantee that children withdrawn from sex education lessons will not hear about the content. This can lead to misinformation and cause confusion, worry or fear. We believe it is far better for children to remain in lessons so that they can learn in a safe environment with carefully planned resources and materials and the teacher can promote the safe exploration of sensitive topics.</p> <p>The Headteacher’s decision regarding withdrawal requests will be documented and retained securely and confidentially.</p>
<p>Parental Right to withdraw in Key Stage Two</p>	<ul style="list-style-type: none"> • Parents and Carers have the right to withdraw their child from some aspects of Relationship and Health Education sessions which are, as follows: Year 5 (Lesson 3, 2 slides) - Explanation of the term masturbation Year 6- (Lesson 1, 1 slide) - Explanation of the term masturbation Year 6 (Lesson 3, whole lesson) How babies are conceived, via sexual intercourse and other methods • Parents and carers do not have the right to withdraw children from any other aspect of Relationships and Health education • We keep confidential and secure records of pupils who withdraw from RHE (in the Arbor system) so that class teachers can be aware of families wishes as children progress through the school. <p>Important</p> <p>Whilst we will agree to most withdrawals as requested, we cannot stop children from discussing lessons out of the classroom and therefore cannot guarantee that children withdrawn from sex education lessons will not hear about the content. This can lead to misinformation and cause confusion, worry or fear. We believe it is far better for children to remain in lessons so that they can learn in a safe environment with carefully planned resources and materials and the teacher can promote the safe exploration of sensitive topics.</p> <p>The Headteacher’s decision regarding withdrawal requests will be documented and retained securely and confidentially.</p>
<p>Questions from children relating to Relationships and Health Education</p>	<ul style="list-style-type: none"> • If a child asks a question related to sex education that is not covered in the curriculum, then we will gently divert this question to be discussed later. We will then pass this question onto the child’s

	<p>parents or carers for them to discuss with their child, if they feel it is appropriate.</p> <ul style="list-style-type: none"> We will also discuss with parents and carers the possibility that pupils may ask and have questions answered which relate to sex outside of the taught sex education curriculum. For example, in Science or Relationships Education or even in a Literacy lesson. Teachers will make decisions in that moment about answering in an age-appropriate way to meet pupils' needs and we cannot guarantee that this will not take place in front of a child withdrawn from formal sex education teaching.
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8. Assessment

Expectations:	Strategies:
Assessment specific to EYFS	<p>In the EYFS, the curriculum is planned using the Brighton and Hove county council guidance document. These areas are assessed half termly by the discrete subject categories of: Self-Regulation; Building Relationships; Managing Self . They are also cross referenced by the broader aspects of Listening and Speaking, and Understanding from the Communication and Language aspect of the EYFS curriculum. Progress in the EYFS is assessed against the different age bands. The end of year assessment is judged against whether the children have met, or are developing towards the 'Early Learning Goal'. This judgement is made from evidence of the child as a learner in the environment, as well as direct taught lessons.</p>
Assessment specific to KS1	<p>In Key Stage One, class teachers use their teacher knowledge and evidence via written tasks to mark the children's progress at the end of each academic year using the software Arbor.</p> <p>Each child's record will be completed electronically and will be added to as the child moves through the school using the same format for all of their Infant and Junior School career.</p> <p>These assessments will inform the end of year reports that are sent home to families.</p> <p>West Hove Infant School covers the PSHE curriculum from the Foundation Stage to the end of KS1. Information regarding the children's attainment is then passed on to their relevant Junior school (generally West Hove Junior School), who cover the KS2 curriculum.</p>
Assessment specific to KS2	<p>We use assessment to embed knowledge, check understanding and to inform teaching. A key marker for progress in this subject will be the pupils' ability to demonstrate the essential skills of PSHE. Our assessment practice encompasses teacher, peer and self-assessment.</p> <p>In Key Stage Two, class teachers use their teacher knowledge and evidence via written tasks to mark the children's progress at the end of each academic year using the software Arbor.</p> <p>Each child's record will be completed electronically and will be added to as the child moves through the school using the same format for their Infant and Junior School career.</p>

	<p>These assessments will be used to inform the end of year reports that are sent home to families.</p> <p>The success and impact of our PSHE education programme will be additionally measured on progress made by pupils, reductions in bullying recorded, improvements in relevant SAWSS data, improvement in behaviours for learning, reduction in playground incidents and increased referrals to services.</p>
<p>Assessment is linked to planning and all assessments in PSHE are used to inform future teaching and learning</p>	<p>We evaluate approaches to teaching and learning based on individual classes and whole school needs, in partnership with pupils, governors and families. PSHE education is (wherever possible) delivered by class teachers as they have the best knowledge of their class and are best placed for any disclosures or worries that children in their care may have. Teachers present the subject matter clearly, promoting appropriate discussion about the subject matter. They check understanding, identify misconceptions and provide clear feedback to pupils. Teachers will provide opportunities for questions and will follow up anything raised within the class discussions.</p>

9. Skills

Aims and key principles:

Expectations:	Strategies:
<p>Key skills are embedded in each lesson and unit and carefully mapped out across the school</p>	<ul style="list-style-type: none"> • Ground rules are introduced at the beginning of each session • Please see Appendix 2 for curriculum overview
<p>Key skills are taught alongside the knowledge acquisition aspect of the lesson</p>	<ul style="list-style-type: none"> • Working with Others skills are woven into the curriculum both discretely in PSHE and within other subjects • Please see Appendix 1 for exhaustive skill list
<p>Key skills progress across the Key Stages</p>	<ul style="list-style-type: none"> • See appendixes for further information
<p>Key vocabulary is used in each lesson and displayed on current communal displays</p>	<ul style="list-style-type: none"> • For EYFS and KS1, key words are displayed on flips with both picture references and Makaton sign language at the beginning of each session • For KS2, new and subject specific vocabulary is embedded in the lesson resources and for PSHE specific skills we use dual coding on the lesson slides • Please see Progression Ladder (Appendix 1) for vocabulary lists for each strand of PSHE
<p>Children with SEN or with EAL have tailored support to scaffold their learning</p>	<ul style="list-style-type: none"> • We respect children's unique starting points by providing learning that is inclusive, differentiated and discrete to their needs. Pupils with Special Educational Needs, English as an Additional Language and/or disabilities have learning that is curated to their needs.

	<ul style="list-style-type: none"> Resources we may use to support learners with additional needs can include, but are not limited to the use of scripts and social stories; allocating adult support; providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards); modifying tasks (e.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder). We know that some pupils are more vulnerable to harm and ensure that our PSHE curriculum is tailored for them to prevent harm and develop safety skills as appropriate We recognise that some pupils may need extra support in addition to PSHE to stay safe and healthy and to make good choices for themselves and those around them. In our school this could be provided through such means as: a learning mentor, small group work, the school nurse, a Primary Mental Health Worker, referral to other groups or services. All families are contacted in advance to discuss or ask for consent for any additional support. Relevant national and local data and research including the Safe and Well School Survey will be used to inform curriculum review and development.
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10. Knowledge and Vocab

Expectations:	Strategies:
Children are taught key specific vocabulary as advised by Brighton and Hove City Council	See Progression ladder for an exhaustive list of vocabulary taught by topic
Vocabulary linked to each unit is included in the Core Knowledge File and Curriculum Maps and progression ladders	See Appendix 4
Vocabulary is included in each session and progression across sessions and year groups is evident	<ul style="list-style-type: none"> Children’s vocabulary is matched to their age and level of maturity. Clear progression is planned for using Brighton and Hove City Council guidance in coordination with PSHE Subject Leaders
Content specific knowledge is included in each session and on display in classrooms.	<ul style="list-style-type: none"> Key words with layered Makaton visuals are used in each session for EYFS KS1 and 2 use key vocabulary in each session taught discretely with the use of visuals to enhance language acquisition and understanding
Misconceptions in knowledge and vocabulary are picked up early and addressed within lessons or before the subsequent lesson.	<ul style="list-style-type: none"> Prior to delivery of units of work which can provoke a range of challenging questions, such as teaching about loss/puberty, PSHE teachers and support staff will explore and agree together how they will respond to an anticipated range of questions that could come up, taking into account the age and needs of the class. Staff will also use strategies such as ‘I need some

	time to think about that question...' or 'what do you think it means...?' to support them in answering questions.
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Appendixes

Appendix 1: EYFS and KS1 Progression Ladder

	Year R			Year 1	Year 2
	Nursery	Reception	By the end of Reception (ELG)		
Key Skill 1: Identity, Self-awareness, resilience and Managing feelings	<p>(Subjects covered below are Self-Regulation, Managing Self and Building Relationships, hereon referred to as SR, MS and BR)</p> <p>By the end of EYFS:</p>			<p>As PSHE is a newly statutory subject, there is currently no statutory assessment correlated to the subject. However, the below key strands and objectives have been taken from the B&HCC PSHE team, suggesting age-appropriate learning for infant stage</p> <p>By the end of KS1:</p>	
	<p>On-going Children select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (MS)</p>	<p>On-going Children can express their feelings and consider the feelings of others. (SR)</p>		<p><i>Children know some ways to calm myself down and relax</i></p> <p><i>Children can recognise and name their feelings</i></p>	<p><i>Children know some ways to calm themselves down and relax</i></p>
	<p>Autumn 1 Children are developing their sense of responsibility and membership of a community (SR)</p>	<p>Spring 1 & 2 Children see themselves as a valuable individual (MS)</p>	<p>Children can set and work towards simple goals, is able to wait for what they want and control their immediate impulses when appropriate (ELG-SR)</p>	<p><i>Children can discuss similarities and differences between themselves and peers (Aut1)</i> <i>Children know that they are unique and can discuss what makes them special (Aut1)</i></p> <p><i>Children can recognise and respect differences between themselves and people in their community who have different faiths/beliefs/cultural heritage (Spr 2)</i></p>	<p><i>I can identify many different types of family and tell you what they might have in common (Spr)</i></p> <p><i>I am able to recognise that some groups of people are not treated equally and I know some ways to challenge this safely (Spr)</i></p>
	<p>Autumn 2 Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (SR)</p>	<p>Autumn 2 onwards Children are able to identify and moderate their own feelings socially and emotionally (SR)</p>	<p>Children show an understanding of their own feelings and those of others, and are beginning to regulate their behaviour accordingly (SR)</p>	<p><i>Children know how to recognise and name their feelings</i></p>	<p><i>Children can talk about ways to calm themselves down when they are feeling angry or upset and how to relax. (Au1)</i></p>
	<p>On-going Children increasingly follow rules, understanding why they are important (MS)</p>		<p>Children can explain the reasons for rules, knows right from wrong and tries to behave accordingly (MS)</p>	<p><i>Children can remember our community rules and why it is important to follow them (Au1)</i></p>	<p><i>Children can talk about why we have rules and why it is important to follow them (Au1)</i></p>

	Children do not always need an adult to remind them of a rule (MS)				
	On-going Children are showing more confidence in new social situations (BR)	Autumn 2 Children show resilience and perseverance in the face of challenge (MS)	Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge (SR)	<i>Children know what persevering means (Spr1)</i> <i>Children can set themselves a goal and achieve it (Spr1)</i>	<i>Children can talk about the things they are good at, and the things they find more difficult (Au1)</i>
	Autumn 1-onwards Children are increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly (MS)	On-going Children manage their own needs. • Personal hygiene (MS)	Children manage their own basic hygiene and personal needs, including dressing and going to the toilet...(MS)	xxxxxxx	xxxxxxx
	Spring 1 Children are able to make healthy choices about food, drink, activity and tooth-brushing (MS)	Spring 1 Children know and can talk about the different factors that support their overall health and wellbeing; regular physical activity (MS)	Children manage their own basic hygiene and personal needs...understanding the importance of healthy food choices. (MS)	<i>Children know what moderation means and why it important for my diet (Aut2)</i>	<i>Children can talk about what makes a healthy food choice (Su2)</i> <i>Children can talk about how physical activity helps us to stay healthy (Su2)</i>
		Spring 1 Children know and can talk about the different factors that support their overall health and wellbeing; sensible amounts of 'screen time'(MS)			
		Spring 1 Children know and can talk about the different factors that support their overall health and wellbeing; having a good sleep routine (MS)			<i>I can talk about what a habit is and how to create healthy habits (Su2)</i> <i>I can talk about why sleep is important and different ways to relax (Su2)</i>
		Spring 1 <i>Children know and can use skills that contribute to good well-being and mental health</i>		<i>I know ways to stay well and who to approach if I am feeling unwell (Aut2)</i> <i>I can talk about ways I have changed</i> <i>I can talk about my feelings around change</i> <i>I know ways I can care for my body (Sum2)</i>	

Vocabulary	Emotions: Happy, Angry, Sad, Excited Well-being: Brain, mind, body, healthy, everyday foods, sometimes foods, sleep, brushing, washing, poorly, medicine, injection, poorly/unwell Learning Characteristics: Independence, resilience, perseverance, cooperation, imagination, curiosity		Emotions: worried, excited, nervous, angry, same, different, emotion, loss, challenge, different Celebrations: food, drink, celebration, same, different, choice, active, protect, damage, sun, effect, games, safety, cultures, world, countries, special times		Friendships: Care, excluded, friend, difficult, problems, resolve Well-being: Healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines.
Key Skill 2: Getting on with others -negotiation and consent	By the end of EYFS:			By the end of KS1:	
	On-going Children help to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas (BR)	On-going (Also, Restorative Justice games in Spring 2) Children build constructive and respectful relationships (BR)	Children give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (SR)	<i>-Children can say what attributes a good friend has (Aut2)</i> <i>-Children can be a good friend through both words and actions (Aut2)</i>	<i>Children can listen to a partner without interrupting as well as remembering and repeating something they have said (Au1)</i>
	On-going (Also, Restorative Justice games in Spring 2) Children talk with others to solve conflicts (SR) Children are developing appropriate ways of being assertive (SR)	On-going (Also, Restorative Justice games in Spring 2) Children think about the perspectives of others (BR)	Children show sensitivity to their own and to others' needs. (BR)	<i>Children know how to encourage and include everyone in their group</i> <i>Children know how to be an upstander if they see something unfair happening to my peers (Spr2)</i>	<i>Children can empathize and reach a compromise with a friend when they disagree (Au1)</i>
	On-going Children are becoming more outgoing with unfamiliar people, in the safe context of their setting (BR)		Children form positive attachments to adults and friendships with peers. (BR)		
	On-going Children play with one or more other children, extending and elaborating play ideas (BR)		Children work and play cooperatively and take turns with others (BR)		
	Autumn 2 Children are beginning to understand how others might be feeling (BR)				
Vocabulary	Community: friend, friendly, kind, falling out, mean, rude, unkind, argument, compromise, talking, problems, emotions, feelings		Safety: feelings, help, private, uncomfortable, safe, unsafe, permission Positive relationships: school, kind, feelings, respect, polite, rules, sharing		Safety: online, bullying, feelings, differences, secrets, uncomfortable, worried. Positive relationships: classmates, friends, common, differences, groups, situations, discussions, reasons

Key Skill 3: Risk management -staying safe	By the end of EYFS:			By the end of KS1:	
		Autumn 2 & Summer 1 (School Trips) Summer 1 Children know and can talk about the different factors that support their overall health and wellbeing; being a safe pedestrian (MS)			<i>Children can show/tell you how to cross roads safely (Au2)</i> <i>Children can recognise risks and hazards in their home (Au2)</i>
		Summer 1 <i>Children know and can talk about the different factors that support their overall health and wellbeing; being safe in the sun and the water</i>			<i>Children can talk about how to stay safe in the sun (Su2)</i>
		Summer 1 <i>Children know the name for their private parts and why they are private</i>		<i>Children know and can say the names for their genitalia (Sum1)</i>	Children can name their body parts and explain why some body parts are private (Su2)
		Summer 1 <i>Children know what their Early Warning Signs are in unsafe situations</i>		<i>Children can name and describe their Early Warning Signs (Sum1)</i>	<i>Children know when it is fun to feel scared and when they feel unsafe</i> <i>I know some safe ways to say no (Su2)</i>
		Spring 1 <i>Children know how to stay safe online</i>			<i>Children know when it is fun to feel scared and when they feel unsafe (Su2)</i> <i>I can ask for help if I see something online that upsets or worries me (Au2)</i>
Vocabulary	Safety: Safe, unsafe, secret, surprise, trust, worried, private, pedestrian, sun, water, Humans: Family, same, different, boy, girl, babies, birth, body parts, vulva, penis, testicles, growing, changing.			Safety: Real, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety Health: Medicine, healthy, pharmacy, doctor, safety, asthma, instructions. Humans: Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, vulva, penis, testicles, growing, changing.	
Key Skill 4: Getting help	By the end of EYFS:			By the end of KS1:	
		Summer 1 <i>Children know who to ask for help if they have a worry</i>		<i>Children can name their trusted adults that they speak to if they are worried or scared (Sum1)</i>	<i>I know who the different people are who can help me if I have a worry (Au2)</i>

					<i>I can recognise that different people can help me with different worries</i>
		Spring 1 <i>Children know who to tell if they find something unsafe online</i>			<i>I know who to go to get help if I see teasing or bullying behaviour (Au2)</i>
Vocabulary	Help: worry, adult, trust, secret, surprise, online, internet, digital, devices, safety, online			Help: Real, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety	Help: Real, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety
Key skill 5: Media messages - understanding and challenging/critical thinking	By the end of KS1:				
				<i>I can give examples of stereotyped views of girls and boys and explain why they are not always true (Aut2)</i>	<i>I know ways to make people feel welcome (Spr)</i>
					<i>I can give examples of stereotyped views of girls and boys and explain why they are not always true (Spr)</i>
Vocabulary					Community: Respect, responsible, rules, rights, stereotype, special, different, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative, internet, purpose, value, content, recognise

Appendix 2: KS2 Progression Ladder

	Year 3	Year 4	Year 5	Year 6
<p>As PSHE is a newly statutory subject, there is currently no statutory assessment correlated to the subject. However, the below key strands and objectives have been taken from the B&HCC PSHE team, suggesting age-appropriate learning for junior stage</p>				
<p>Key Skill 1: Identity, Self-awareness, resilience and Managing feelings</p>	<p>LKS2 Key Skills: I can use a range of strategies to calm myself when I am feeling angry or upset. I can listen to feedback and act on it.</p>		<p>UKS2 Key Skills: I can manage strong emotions and practise some healthy coping strategies. I know positive ways to cope with changes, including managing setbacks and stress.</p>	
	<p>Autumn 1 New beginnings Children can welcome and value others</p> <p>Democracy Children are developing their understanding of what a democracy is – school council</p> <p>Spring 2 Global Citizenship Learning about being a global citizen</p> <p>Ongoing: Just Right</p>	<p>Autumn 1 New beginnings I know my rights and responsibilities in school. I can cope with new situations</p> <p>Democracy Children are developing their understanding of what a democracy is – school council</p> <p>Spring 2 Global Citizenship Refugee education I can challenge stereotypes</p> <p>Ongoing: Just Right</p>	<p>Autumn 1 New beginnings Children understand how to learn well together and to compromise. Children have strategies to cope with uncomfortable feelings.</p> <p>Democracy Children understand the rule of law and school council</p> <p>Spring 2 Global Citizenship Anti-Racism I can understand and challenge prejudice</p> <p>Ongoing: Just Right</p>	<p>Autumn 1 New beginnings Children understand responsibilities in school, managing anxiety and stress and calming down strategies.</p> <p>Democracy Children understand the rule of law and school council</p> <p>Spring 2 Global Citizenship Anti-Racism I can understand and challenge prejudice</p> <p>Ongoing: Just Right</p>

	<p>Autumn 2</p> <p>Getting on and falling out (SEAL) I can recognise my triggers, how my body responds to anger, calming down strategies and win win solutions.</p>	<p>Autumn 2</p> <p>Getting on and falling out (SEAL) I can regulate my emotions and group work skills</p>	<p>Autumn 2</p> <p>Getting on and falling out (SEAL) <u>Recognising and resolving conflict</u> I can say things and do things that are likely to make a difficult situation better. I can use my skills for solving problems peacefully to help other people resolve conflict.</p>	<p>Autumn 2</p> <p>Getting on and falling out (SEAL) <u>Recognising and resolving conflict</u> I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.</p>
	<p>Autumn 1 Mental Health & Well-being</p> <p>I can clarify the concepts: mental health and well-being</p> <p>I can begin to tell you about how people experience mental health</p> <p>I can tell you about the 5 ways to Well-Being</p> <p>I can tell you about the 5 ways to Well-Being</p> <p>I can tell you some of the ways to grow a strong mind</p> <p>I can tell you what being grateful means</p>	<p>Autumn 1 Mental Health & Well-being</p> <p>I can clarify the concepts: mental health and well-being</p> <p>I can begin to tell you about how people experience mental health</p> <p>I can tell you how I am going to try and grow my sense of well-being</p> <p>I can tell you about the 5 ways to Well-Being</p> <p>I can tell you what being mindful means and how it can help grow well-being</p> <p>I can use my breathing to feel calmer and more relaxed</p>	<p>Autumn 1 Mental Health & Well-being</p> <p>I can clarify the concepts: mental health and well-being</p> <p>I can tell you about how people experience mental health</p> <p>I can tell you how I am going to try and grow my sense of well-being</p> <p>I can tell you about the 5 ways to Well-Being</p> <p>I can tell you why we need sleep and how sleep keeps us healthy</p> <p>I can tell you what stops us from sleeping</p> <p>I can tell you how I can have better bedtimes by making a sleep action plan</p> <p>I can tell you why being active helps our health and well-being</p>	<p>Autumn 1 Mental Health & Well-being</p> <p>I can tell you some ideas for managing a healthy balance of screen time and non-screen time</p> <p>I can tell you about how people experience mental health</p> <p>I can begin to tell you about depression</p> <p>I can begin to tell you about anxiety</p> <p>I can tell you some suggestions for reducing and managing anxiety</p> <p>I can tell you about the 5 ways to Well-Being</p> <p>I can begin to tell you about the science of gratitude</p> <p>I can tell you what I am grateful for</p> <p>I can use my breathing to feel calmer and more relaxed</p>

	<p>I can think of examples of gratitude</p> <p>I can use my breathing to feel calmer and more relaxed</p>		<p>I can think of ways to be active for 60 minutes a day</p> <p>I can make suggestions for a work out for the classroom</p> <p>I can use my breathing to feel calmer and more relaxed</p>	
	<p>Spring 1 Racial Literacy - It's good to be me</p> <p>I can tell you what is the same and what is different about each other</p> <p>I can tell you what makes me proud to be me</p> <p>I can describe my own and someone else's skin tone with positive and respectful words</p> <p>I know what to do or say if someone is mean about how someone else looks</p>	<p>Spring 1 Racial Literacy - It's good to be me</p> <p>I can tell you what is the same and what is different about each other</p> <p>I can tell you what makes me proud to be me (my identity)</p> <p>I can describe my own and someone else's skin tone with positive and respectful words</p> <p>I know what to do or say if someone is mean about how someone else looks</p>	<p>Spring 1 Racial Literacy - It's good to be me</p> <p>I can tell you what is the same and what is different about each other</p> <p>I can tell you what makes me proud to be me (my identity)</p> <p>I can describe my own and someone else's skin tone with positive and respectful words</p> <p>I know what to do or say if someone is mean about how someone else looks</p> <p>I can tell you what racism is</p> <p>I can begin to tell you about definitions of prejudice and Discrimination</p> <p>I can tell you how to safely challenge racism</p>	<p>Spring 1 Racial Literacy - It's good to be me</p> <p>I can tell you what is the same and what is different about each other</p> <p>I can tell you what makes me proud to be me (my identity)</p> <p>I can describe my own and someone else's skin tone with positive and respectful words</p> <p>I know what to do or say if someone is mean about how someone else looks</p>
	<p>Summer 2 Going for goals</p> <p>Taking responsibility for</p>	<p>Summer 2 Going for goals</p>	<p>Summer 2 RSE/SEAL Relationships: Managing changes at puberty/ embarrassment</p>	<p>Summer 1 Loss & Bereavement - I can explore loss and coping strategies</p> <p>Summer 2</p>

	<p>own behaviour and learning, setting a goal and planning how to achieve it.</p> <p>RSE I can identify & suggest ways to cope with my range of feelings as I grow and change I can tell you how I feel as I grown and change I can tell you how I can help myself feel better if I'm feeling down I can identify and manage my feelings of embarrassment.</p>	<p>Identifying barriers, setting goals to overcome barriers, giving and accepting advice</p> <p>RSE I can identify and suggest ways to cope with my range of feelings as I grow and change I can identify and manage my feelings of embarrassment</p>	<p>I can identify and suggest ways to cope with my range of feelings as I grow and change I can identify and manage my feelings of embarrassment I can suggest ways to manage the mood swings associated with puberty</p> <p>Changes & Moving Forward Common responses to change, feeling insecure and unconfident, recognising our 'sore spots'</p>	<p>RSE/SEAL Relationships: Managing changes at puberty/ embarrassment</p> <p>I can identify and manage my feelings of embarrassment I can identify and suggest ways to cope with my range of feelings as I grow and change I can suggest ways to manage the mood swings associated with puberty I can tell you how I can help myself feel better if I'm feeling down I can tell you how images in the media can make me feel about my body</p> <p>SEAL: Changes/Moving on Topic: Managing transition to secondary</p>
<p>Vocabulary</p>	<p>Emotions: angry, upset, calm, embarrassed Well-being: self, others, listening, calming strategies Learning Characteristics: Independence, resilience, perseverance, cooperation, creativity, curiosity</p>	<p>Emotions: confused, embarrassed, overwhelmed, loss, bereavement Well-being: manage strong emotions, noticing, self-regulation, calming strategies, positive ways to cope with changes/stress</p>	<p>Friendships: inclusion, upstander, communication, conflict, peaceful problem solving, compromise, cooperation</p>	
<p>Key Skill 2: Getting on with others -</p>	<p>LKS2 Key Skills: I can reach a compromise with a friend when we disagree. I know how to encourage and include everyone in my group.</p>	<p>UKS2 Key Skills: I know how to use both verbal and non-verbal communication to resolve conflict (assertive rather than aggressive behaviour) I can reflect on my motivations and behaviour and the behaviour of others.</p>		

negotiation and consent	Year 3	Year 4	Year 5	Year 6
	<p>Autumn 2 Getting on and falling out (SEAL) I can recognise my triggers, how my body responds to anger, calming down strategies and win win solutions. On-going</p> <p>Summer 2 RSE I can recognise what constitutes a positive, healthy relationship I can grow positive and healthy relationships I can tell when a friendship does not feel healthy</p>	<p>Autumn 2 Getting on and falling out (SEAL) I can regulate my emotions and group work skills. On-going</p> <p>Summer 2 RSE I can recognise what constitutes a positive, healthy relationship I can grow positive and healthy relationships</p>	<p>Autumn 2 Getting on and falling out I can appreciate friendships and try not to demand too much. I can take responsibility and resolve conflicts peacefully. On-going</p> <p>Summer 2 RSE I can recognise what constitutes a positive, healthy relationship I can grow positive and healthy relationships</p>	<p>Autumn 2 Getting on and falling out Differences as a barrier and the skills of working together. I understand the link between feelings and behaviour, I know my triggers and how to calm myself down On-going</p> <p>Summer 2 RSE I can recognise what constitutes a positive, healthy relationship I can grow positive and healthy relationships both face to face and online</p>
Vocabulary	Community: friendly, cooperation, compromise, collaboration, take turns		Safety: feelings, help, private, uncomfortable, safe, unsafe, permission, Positive relationships: compromise, challenge respectfully	Positive relationships: assertive rather than aggressive behaviour, verbal and non-verbal communication
	LKS2 Key Skills: I know what to say if I start to feel unsafe I know some safe ways to say no		UKS2 Key Skills: I recognise that I need to follow certain rules to safe online and can explain what these are. I know ways of resisting unwanted physical contact	
	Year 3	Year 4	Year 5	Year 6

Key Skill 3: Risk management - staying safe	Autumn 2 Online Safety (Taught through Computing) <i>I can ask for help if I see something online that upsets or worries me</i>	Autumn 2 Online Safety (Taught through Computing)	Autumn 2 Online Safety (Taught through Computing)	Autumn 2 Online Safety (Taught through Computing)
	Spring 2 Drugs & Alcohol Education -B&H PSHE Team Keeping Healthy & safe- Safety and risk in everyday medicines and drugs	Spring 2 Drugs & Alcohol Education -B&H PSHE Team Keeping Healthy & safe- Tobacco education I can make healthy and unhealthy choices	Spring 2 Drugs & Alcohol Education- B&H PSHE Team Keeping Healthy & safe- Alcohol education I understand the influence of the media	Spring 2 Drugs & Alcohol Education- B&H PSHE Team Keeping Healthy & safe- Legal & illegal drugs Learning about peer pressure I know where I can get help
	Summer 1 Protective Behaviours - Feeling Good Feeling Safe I can identify when I get my early warning signs, but it is a fun to feel scared or risking on purpose situation I know that it is sometimes important to take a risk on purpose to help me learn new things or get help	Summer 1 Protective Behaviours - Feeling Good Feeling Safe I know about the United Nations Convention (UN) on the Rights of the Child and how these help children to be safe. I know what feeling safe means for me. I know where my safe places are. I know that with all rights comes responsibilities. What are protective behaviours? How do we know when we feel unsafe? What is a dare? What can we do if we feel unsafe? I can understand the difference between safe and unsafe secrets and when to tell	Summer 1 Protective Behaviours - Feeling Good Feeling Safe I understand that words can hurt other people's feelings. I understand how my behaviour and language can have an impact on others. I know how to step in and make a safety stop to keep myself safe. I know what protective behaviours are I know what the safety scale is I know how the difference between a fun to feel scared and a risking on purpose activity	Summer 1 Protective Behaviours - Feeling Good Feeling Safe I know that showing respect for each other's identity help us to all feel safe I know that there are safe ways to challenge stereotypes I know what protective behaviours are I can tell you about the safety scale I can explain what early warning signs are and why people get them I know why we need to sometimes risk on purpose I know about the difference between safe and unsafe touch

	<p>I can give an example of when I have responded positively to my early warning signs</p> <p>I understand the difference between safe and unsafe touches</p> <p>I know that no one has the right to touch us in a way that feels unsafe not even someone in our family</p> <p>I can use Stop, Think, Go to help me know what my options are if I start to feel unsafe</p> <p>I know what characteristics someone who can help me has</p> <p>I can tell you a time when I have asked for help in school</p> <p>I know where to get help outside of school</p> <p>Summer 2 RSE</p>	<p>I understand the difference between treats, bribes and threats and how to keep myself safe</p> <p>I understand that talking will help me cope with my worries</p> <p>I know that my safety network can help</p> <p>I know that it is important to review the people who are on my helping hand and to know who else I can talk to in an emergency</p> <p>Summer 2 RSE</p> <p>I can name my personal and private body parts</p>	<p>I understand the importance of choice, control and time limit in making safer choices</p> <p>I know what abuse is</p> <p>I know how some children might be hurt by some adults</p> <p>I can tell you some of the ways in which a child can get help if they are being hurt</p> <p>I can say what the characteristics of a good friendship or network person are</p> <p>I know how to get help if I feel unsafe with people</p> <p>I can ask for help more than once if I need it</p> <p>Summer 2 RSE</p> <p>I can name my personal and private body parts</p>	<p>I know I need to ask and receive permission (consent) for some types of touch</p> <p>I know when physical contact is unwanted.</p> <p>I know ways of resisting unwanted physical contact.</p> <p>I can tell you ways that I can stay feeling good and safe in my local community</p> <p>I know who the people are in my safety network</p> <p>Summer 2 RSE</p> <p>I can tell when a friendship does not feel healthy</p> <p>I can name my personal and private body parts</p> <p>I can tell you what to do if you see something that is upsetting or shocking online</p> <p>I can tell you what is safe to share online</p> <p>I can tell you how find information about growing up safely online</p>
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	I can name my personal and private body parts			
Vocabulary	<p>Safety: Safe, unsafe, risk, early warning signs, personal, private, trust, worried, good touch, bad touch, safety, bribes, threats, trusted adults (helping hands), stop think go (saying no safely), peer pressure</p> <p>Private Personal Parts for Y2/3: vulva, vagina, clitoris, penis, testicles, anus, breasts growing, changing, puberty</p> <p>Drugs & Alcohol Education (DATE): healthy, unhealthy, safety, risk, medicine, drugs, tobacco</p>	<p>Safety: safety, bribes, threats, trusted adults (helping hands), resist, peer pressure safely, online safety rules, unwanted physical contact, abuse, embarrassment, body image</p> <p>Private Personal Parts for Y4/5/6: vulva, vagina, clitoris, uterus/womb, penis, testicles, anus, breasts growing, changing, puberty</p> <p>Drugs & Alcohol Education (DATE): alcohol, influence, media, legal, illegal, peer pressure</p>		
Key Skill 4: Getting help	Year 3	Year 4	Year 5	Year 6
	<p>LKS2 Key Skills: I can ask for help if I see something online that upsets or worries me.</p> <p>I can recognise that different people can help me with different worries</p>		<p>UKS2 Key Skills: I can tell you a range of support services for children and young people at school, in my community and nationally.</p> <p>I know how to get help if I feel unsafe online</p> <p>I recognise when I am feeling anxious or stressed and know where to go for support</p>	
	<p>Ongoing Internet safety</p> <p><i>Children know who to ask for help if they have a worry</i> Children know who to tell if they find</p>	<p>Ongoing Internet safety</p> <p><i>Children know who to ask for help if they have a worry</i> Children know who to tell if they find something unsafe online</p>	<p>Ongoing Internet safety</p> <p>Autumn 1 New beginnings Children understand how to learn well together and to compromise.</p>	<p>Ongoing Internet safety</p> <p>Autumn 1 New beginnings Children understand responsibilities in school, managing anxiety and stress and calming down strategies.</p>

	<p><i>something unsafe online</i></p> <p>Autumn 1 Mental Health & Well-being I can tell you where I can get help</p> <p>Autumn 2 Anti-bullying</p>	<p>Autumn 1 Mental Health & Well-being I can tell you about big feelings and when to get help I can tell you where I can get help</p> <p>Autumn 2 Anti-bullying</p>	<p>Children have strategies to cope with uncomfortable feelings.</p> <p>Autumn 2 Anti-bullying</p> <p>Autumn 1 Mental Health & Well-being I can tell you where I can get help</p> <p>Spring 2 Drugs & Alcohol Education- B&H PSHE Team Keeping Healthy & safe- Alcohol education & the influence of the media</p>	<p>Autumn 2 Anti-bullying</p> <p>Autumn 1 Mental Health & Well-being I can tell you where I can get help</p> <p>Spring 2 Drugs & Alcohol Education- B&H PSHE Team Keeping Healthy & safe- Legal & illegal drugs, peer pressure and getting help</p>
	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>
Vocabulary	Help: worry, trusted adult, online, internet, digital, devices, safety, online	Help: range, support services, local community, nationally, report, recognise when anxious or stressed		

	Year 3	Year 4	Year 5	Year 6
Key skill 5: Media messages - understanding and challenging/critical thinking	<p>LKS2 Key Skills: I can identify many different types of family and tell you what they might have in common.</p> <p>I am able to recognise that some groups of people are not treated equally and I know some ways to challenge this safely.</p>		<p>UKS2 Key Skills: I can recognise the influence that the media and advertising have over the choices I could make I am able to recognise stereotyped viewpoints in the press or being expressed by a person, including racist and sexist use of language I can recognise prejudice and discrimination and challenge this safely</p>	
	<p>Ongoing: Family Diversity</p> <p>Spring 1 Disability Equality Education: Nothing About Me Without Me</p> <p>Summer 2 RSE I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour I recognise prejudice and discrimination and challenge this safely</p>	<p>Ongoing: Family Diversity</p> <p>Spring 1 Disability Equality Education: Nothing About Me Without Me</p> <p>Summer 2 RSE I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour I recognise prejudice and discrimination and challenge this safely</p>	<p>Autumn 1 Global Citizenship/ Racism Gender: Like a Girl Unfolding Identities</p> <p>Spring 1 LGBT Equality education Islamophobia Refugee Education</p> <p>Summer 2 RSE I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour I recognise prejudice and discrimination and challenge this safely</p>	<p>Autumn 1 Global Citizenship/ Racism Gender: Like a Girl Unfolding Identities</p> <p>Spring 1 LGBT Equality education Islamophobia Refugee Education</p> <p>Summer 2 RSE I recognise the influence that the media and advertising have over the images of people's bodies I can think critically about images of people's bodies in the media I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour I recognise prejudice and discrimination and challenge this safely</p>
Vocabulary	Community: families, same, different, common, equality, inequality, challenge, safely,		Community: stereotype, viewpoints, racist, sexist, influence, media, advertising, prejudice, discrimination, challenge, safely	


WVO	Autumn: Trust Knowing & using names, eye contact, random grouping, taking turns	Spring: Communication Stopping & being ready to listen, active listening & remembering, asking relevant questions, expressing ideas, non-verbal listening, taking turns talking	Summer: Problem Solving Be aware of assumptions, being resilient in a group, compromise, negotiation, disagreeing politely, recognising & managing emotions, building on ideas, decision making, giving & receiving peer feedback
Learning Hexagon	Autumn: Y3: Introduce all characteristics Y4,5,6: Co-operation	Spring: Y3-6: Independence	Summer: Y3-6: Perseverance

PSHE PROGRESSION

Learning Expectations:

By the end of EYFS, children will have learned:

- To work as part of a team; co-operating and taking turns
- To take account of one others ideas, To form positive relationships with adults and children,
- To speak confidently in a group about their own interests and opinions, To try out new activities, select their own resources and say when they need help,
- To follow behavioural expectations, follow the rules and know why some behaviour is unacceptable, To talk about their own feelings and how they and others show feelings, To about their own and others' behaviour, and its consequences.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Skills	<ul style="list-style-type: none"> • Knowing each other • Settling in • Golden rules • Learning animals • Circle time sessions • My family 	<ul style="list-style-type: none"> • Working together • I am good at... • Persona Doll • Exploring emotions • Talk Partners • Learning animals 	<ul style="list-style-type: none"> • How different 'helping' services help us to keep well and safe • What to do if I'm ill or hurt? • Healthy eating • How to keep safe – what is an emergency 	<ul style="list-style-type: none"> • Restorative Justice • Good to be me • How to prevent accidents in the classroom 	<ul style="list-style-type: none"> • Sun safety • Water safety • Protective behaviours • Safety on trip 	<ul style="list-style-type: none"> • Changes-transition
	Context	<ul style="list-style-type: none"> • Name games • Miss Beanie stories • Independence and Cooperation units • Family week 	<ul style="list-style-type: none"> • Perseverance and Imagination units • Circle time on emotions unit • Persona doll (Aaliyah) supported by EMAS 	<ul style="list-style-type: none"> • Unit on staying healthy and medicines • Vocational job visitors • Healthy eating unit 	<ul style="list-style-type: none"> • Restorative Justice unit of teaching • Self-confidence sessions • P.E focus on carrying and 	<ul style="list-style-type: none"> • Units on sun and water safety • Feeling Good, Feeling safe sessions • First school trip 	<ul style="list-style-type: none"> • Unit on changes-personal history • Meeting with new teachers • Interviewing Year 1 children ahead of transition

			<ul style="list-style-type: none"> • Anti-bullying week 		storing equipment safely		
	Vocabulary	Independence, cooperation, rules, kind, property, gentle, listen, honest, class, friends, teacher	Imagination, perseverance, bullying, friend, refugee	Helping, safe, healthy, ill, treat, everyday, emergency	Argument, compromise, safety, safely, store, carry	Safety, safely, body parts, names, warning signs, unsafe, safe	Change, transition, growing up, moving, feelings, emotions
Ongoing throughout the year: <ul style="list-style-type: none"> • Wonderful World of Me • Characteristics of Learning • Golden Rules • Chatterbox partners • Restorative Justice 				Ongoing Vocabulary: <ul style="list-style-type: none"> • Honest, kind, property, gentle, working hard, listening • Perseverance, cooperation, independence, imagination, questioning 			
See also: <ul style="list-style-type: none"> • Environment/Continuous provision planners Self Regulation ELG Children at the expected level of development will: <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self ELG Children at the expected level of development will: <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; 							

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Managing Self

Self-Regulation

PSHE PROGRESSION

Learning Expectations:

- Identity, Self-awareness, resilience and Managing feelings
 - Getting on with others -negotiation and consent
 - Risk management -staying safe
 - Getting help
- Media messages -understanding and challenging/critical thinking

Y1	Skills	<ul style="list-style-type: none"> • Our new class community • Why we learn • Sharing feelings, ideas and opinions • Characteristics of Learning • A balanced diet 	<ul style="list-style-type: none"> • Environmental safety & Drugs Education • Characteristics of Learning 	<ul style="list-style-type: none"> • Knowing about different and own preferred learning style, setting a goal, avoiding distractions • Give examples of stereotyped views of girls and boys and explain why they are not always true. 	<ul style="list-style-type: none"> • Recognise that some groups of people are not treated equally and I know some ways to challenge this safely. • Explore feelings coping strategies for being bullied/rude behaviour. 	<ul style="list-style-type: none"> • Explore feelings of jealousy and coping strategies; explore ways to feel better when you feel hurt without hurting others. • Money Management 	<ul style="list-style-type: none"> • Global Citizenship Identity and belonging including: <ul style="list-style-type: none"> • Similarities and differences
	Context	<ul style="list-style-type: none"> • Golden Rules re-cap over a s series of sessions • An introduction to democracy and a chance to vote on the school council • Invisible and visible similarities and differences 	<ul style="list-style-type: none"> • Getting on and falling out-looking at how to effectively manage disagreements and compromise • Medicines around the home 	<ul style="list-style-type: none"> • Going for goals unit-how to set a target for yourself and meet it • To understand what a stereotype is & to begin to recognise gender stereotypes In the media 	<ul style="list-style-type: none"> • Gypsy Romany Traveller education • Good to be me-sessions on self-confidence 	<ul style="list-style-type: none"> • Exploring emotions around envy and friendships • Feeling Good, Feeling Safe unit 	<ul style="list-style-type: none"> • How to look after your body • Changes and transition to Year 2
	Vocabulary	Independence, cooperation, perseverance, creativity, curiosity, gentle, listen, honest, healthy, similar, different	Independence, cooperation, perseverance, creativity, curiosity, friend, listen, kind, peaceful, gentle, medicine, safe, compromise	Perseverance, distraction, target, stereotypes, gender, similarities, differences	Differences, similarities, bullying, equality, traveller, bystander	Envy, friendships, jealousy, safety, feelings, body, trust, private, permission, worries	Similarities, differences, transition, change, growth,
Y2	Skills	<ul style="list-style-type: none"> • Developing skills for learning and Citizenship • Class charter • Democracy • School council • Global citizenship • Multi-cultural Britain • Keeping safe and healthy 	<ul style="list-style-type: none"> • Getting on and falling out • Working with others skills • Say no to bullying (Anti bullying week) • Keeping safe- Environmental safety & Drugs Education • Healthy Eating 	<ul style="list-style-type: none"> • Going for goals; Life skills • Setting and achieving goals Internet Safety • Respecting the differences between people • Careers & gender • Money Management 	<ul style="list-style-type: none"> • Explore feeling good about myself • learning ways to relax • Disability Equality Education 	<ul style="list-style-type: none"> • Relationships and Protective Behaviours • Love and loss • Feeling Good Feeling Safe 	<ul style="list-style-type: none"> • Forming positive habits • Changes • Life cycles and naming body parts • Transition into Y3

	Context	<ul style="list-style-type: none"> Reflecting on the Golden Rules and making a class charter An re-cap of democracy and a chance to vote on the school council Looking at our community and multi-cultural Britain 	<ul style="list-style-type: none"> Talk about the things they are good at, and the things they find more difficult Listen to a partner without interrupting and remember and repeat something they have said Empathize 	<ul style="list-style-type: none"> Know ways to make people feel welcome Can give examples of stereotyped views of girls and boys and explain why they are not true with reference to widening career aspirations 	<ul style="list-style-type: none"> Continue to develop self-confidence by recognising physical and mental attributes Know some ways to calm themselves down and relax To recognise stereotypes around disability and think actively about inclusivity 	<ul style="list-style-type: none"> Show/tell you how to cross roads safely Recognise risks and hazards in the home. To understand grief and loss and coping strategies around this Feeling Good, Feeling Safe unit 	<ul style="list-style-type: none"> How to care for their body proactively Differences in physical gender Names of reproductive body parts Transition days Circle time unit on Transition to KS2
	Vocabulary	Rules, respect, positive, democracy, qualities, similarities, differences, diversity, community, family, opinion, environment.	Compliment, feelings, overwhelmed, frustration, anger, bullying, persistent, conflict, resolution, medicine, safety, harmful, road safety, crossing.	Goals, achieve, planning, growth mind-set, obstacles, barriers to learning, gender, equality, roles, respect.	Enjoyment, relaxed, feelings, differences, similarities, equality, confidence, stereotypes, inclusive.	Road safety, safety, safe, grief, loss, bereavement, coping, feelings, bodies, permission, trust, private.	Hygiene, body, care, differences, similarities, transition, trust, private, permission.

Appendix 4: Key Stage 2 Curriculum Map

	WWO theme with skills focus	Learning Characters	Year 3	Year 4	Year5	Year 6
Start of year	Random grouping (including talk partners, talking triangles), Class Charter, Giving and receiving feedback (peer & teacher)					
Autumn 1	Good manners using names, eye contact, please & thank you, non-verbal listening, STOP be ready to listen	Y3 – introduce all characters Y4,5,6 – Collaboration (Peter penguin)	Global Citizenship (being a good global citizen) Good to be me	Global Citizenship (challenging media stereotypes, cultural refugees and travellers) Good to be me	Global Citizenship (cultural stereotyping and racism) Good to be me	Global Citizenship (refugees, Islamophobia, Holocaust survivors) Good to be me
Autumn 2	Listening 2 Active listening, remembering, taking turns to talk,	Reflection (Oliver owl)	Gender identity & stereotyping. Anti-bullying week	Money Management Anti-bullying week	Gender – ‘like a child’ Anti-bullying week	Money Management Anti-bullying week
Spring 1	Assumptions Being aware of assumptions	Independence (Felicity fox)	Healthy Living (Balanced Diet, Exercise and Emergency calls)	Disability Equality Education – Nothing about me without me.	Gypsy Roma Traveller Ed Feeling Good, Keeping Safe	LBGT Equality Education
Spring 2	Assumptions Expressing ideas, building ideas	Perseverance (Martin mouse)	Feeling Good, Keeping Safe	Feeling Good, Keeping Safe	Loss and Bereavement	Feeling Good, Keeping Safe
Summer 1	Problem Solving Decision making, negotiation, compromise	Questioning (Maisie meerkat)	DATE: Drugs, Alcohol, and Tobacco Education	DATE: Drugs, Alcohol, Tobacco Education (alcohol)	DATE: Drugs, Alcohol, Tobacco Education (legal and illegal drugs)	DATE: Drugs, Alcohol and Tobacco Education (preventing early use)
Summer 2	Moving On Class focus – dependent on class needs	Risk Taking (Una unicorn)	RSE (naming body parts and family diversity) Refugee Week Transition	RSE (body changes and reproduction) Refugee Week Transition	RSE (male and female changes) Refugee Week Transition	RSE Refugee Week Transition

