



Brown's C of E Primary School, Horbling

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Curriculum Intent for PSHE

At Brown's C of E Primary School, we want our children to be **active, well and informed global citizens!**

Our PSHE and RSE curriculum aims to give the children the knowledge, skills, and attributes that they need to effectively navigate the complexities of life in the 21st century. The curriculum covers key areas which will support children to make informed choices now, and in the future, around their health, safety, well-being, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Our curriculum covers the relationships and health education status guidance are set up by the Department of Education including the non-statutory sex education.

Our curriculum significantly contributes to our children's personal development are set out in the Ofsted inspection framework and promotes the full fundamental British values which reflect life in modern Britain democracy rule of law respect and tolerance and individual liberty.

Our curriculum for PSHE and RSE is an important element of helping us to carry out our duty of care with regards to safeguarding. Our children are taught about safeguarding, including online safety as part of our broad and balanced curriculum



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We use the Kapow Primary Scheme of Work over a two year cycle as a whole school approach that consists of five areas of learning.

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing.

Each unit begins within an introductory lesson providing the opportunity for children and teachers to negotiate around rules for the lesson. These introductory lessons can then be referred to throughout the year to help create a safe environment.

Our curriculum supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes, and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

We make meaningful opportunities for cross curricular learning, in particular, with computing for online safety and science for growing, nutrition, teeth, diet and lifestyle. Our curriculum provides consistent messages throughout the age ranges including how and where to access help.

The lessons are based upon the statutory requirements for relationships and health education but where lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHCE Association's programme of study which is recommended by the DfE.

We communicate with our parents and carers and include them in their children's learning.

PSHE Curriculum Implementation

Sex education has been included in line with the DfE recommendations.

A range of teaching and learning activities are used and are based on good practise in teaching RSE/ PSHE education to ensure that all children can access learning and make progress.

Our PSHE curriculum planning and resourcing ensures all learners are able to make good progress

Stories, scenarios and video clips provide the opportunities for children to engage in real life and current topics in a safe and structured way.



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Links to Research

Publication	Selected Recommendations	How are we applying these to our Curriculum?
https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges	A carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes.' High-quality training for teachers delivering RSHE. Training to ensure that all staff (and governors, where relevant) can: -better understand the definitions of sexual harassment and sexual violence, including online sexual abuse -identify early signs of peer-on-peer sexual abuse -consistently uphold standards in their responses to sexual harassment and online sexual abuse'	Understanding consent: Understanding that they have rights over their own bodies and what they do with them and how the same is true of those around them. Key stage 1: Learning that they can say 'yes' or 'no' to others' requests or games and importantly, that they also have the right to change their mind after giving an answer. Learning respect for their amazing bodies and about appropriate and inappropriate touch, as well as considering their personal boundaries. Learning that it is important to respect others' boundaries and act accordingly when told 'no' or 'stop.' Key stage 2: Revisiting and embedding the ideas touched upon in Key stage 1 but with new terms introduced such as 'permission' and, in Year 5 and 6 'consent' when talking about their own and others' personal boundaries. They will briefly discuss sexual consent in Year 6 but most teaching will be around the concept of consent generally Self-awareness: Being aware of their own feelings, needs and boundaries and giving these high priority when decision making. Learning how to express their feelings, needs and boundaries appropriately and assertively. * Key stage 1: Learning to make their own decisions based on their wants and needs and to know when they feel uncomfortable or unhappy in a situation. Learning ways to express their needs to others, without getting angry or giving in to pressure. Key stage 2: Learning to identify and set their own personal boundaries. Being introduced to the term 'assertive' and practising being assertive in expressing their needs, moving on to understand the difference between being passive, assertive, and aggressive. Awareness of others: Learning how to recognise the feelings and boundaries of others and responding to them appropriately, as well as recognising when they are/ are not being treated with respect by others. Key stage 1: Learning that respect is accepting a person for who they are and treating them considerately. Learning to recognise others' feelings from their actions, body language and facial expressions.



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Key stage 2: Beginning to understand more about the different ways that they can show respect to their friends, peers, and adults and how to recognise when they are or are not being respected themselves. Equipping them with ways in which they can respond to other people's feelings.

Protected characteristics and stereotyping: Recognising how important it is not to discriminate against or stereotype others and that it is against the law to discriminate against protected characteristics

Key stage 1: Beginning to develop an understanding about stereotyping and knowing that it is wrong to judge or make assumptions about somebody based on their appearance or background.

Key stage 2: Learning some of the common stereotypes and how those stereotypes can impact on people, as well as how to challenge them when they see them. Learning that it is usually inappropriate to comment on someone's body (even if the comment is positive) and that commenting on people's appearance can leave a harmful and lasting impression. In upper key stage 2, pupils learn specifically about the protected characteristics and that harassment or unfair treatment related to these characteristics is often known as 'discrimination.'

Reporting behaviours: Learning how important it is to challenge inappropriate or unsafe behaviours to their peers and which behaviours should be reported to an adult. They learn what will happen when reports are made.

Key stage 1: Learning the importance of telling peers if they are doing something to upset them, before 'telling on them' to an adult. Starting to make decisions about what behaviours they should try to deal with themselves first and which should be reported to an adult.

Key stage 2: Learning why it is important to report behaviours for the continued safety of themselves and others. Identifying the kind of behaviours that should be reported and gaining an understanding of the process school follows when a report is made.



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How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in PSHE builds.

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported by the use of the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in PSHE may in Early Years draw upon all the areas of learning - Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands. Our Early Years curriculum and ethos provides children with support to begin to

- **Self-regulate;** we support our children to be able to explore and identify when they may be feeling something and begin learning how to communicate with their feelings and emotions.
- **Build relationships;** children explore why families and special people are valuable, they are supported to understand why it is important to share and develop strategies, see themselves as valuable individuals and explore diversity through thinking about similarities and differences.
- **Manage themselves;** children will begin to understand why we have rules, the importance of persistence and perseverance in the face of challenges, practise grounding coping strategies and to learn new skills, showing resilience in the face of challenge.



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How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in PSHE builds.

Reception	
EYFS End Points (Informed by Early Learning Goals)	I can and I know statements
Personal, Social and Emotional Development Self-Regulation Children at the expected level of development will: • 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 Children at the expected level of development will: • 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 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.	Cycle A Links to: Safety and the changing body Learning how to communicate safely with adults; considering who keeps us safe in our community; learning steps to crossing the road safely; identifying which substances should or should not go in the body; learning how to call 999; knowing the difference between secrets and surprises; learning about appropriate and inappropriate contact Health and Wellbeing: Understanding emotions, identifying our strengths and qualities, learning why we wash our hands and how to do so effectively, learning about the importance of sleep and relaxation for our wellbeing, learning how to stay safe in the sun and deal with allergic reactions, thinking about the people who help to keep us healthy Citizenship Children will be able to identify some groups that they belong to and how different people have different roles within the community. The children will look closely at the school environment and recognise everyone's responsibility to maintain a safe environment. Families and relationships: Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect.



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Reception to Key Stage 1

EYFS End Points (Informed by Early Learning Goals)

Personal, Social and Emotional Development

Self-Regulation

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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

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.

I can and I know statements

Cycle B

Links to:

Safety and the changing body

Through discussions about the concept of privacy, children will know that some types of physical contact are never appropriate and will know the pants rule. They will know that there are people in the community that are there to keep them safe and will practise what to do if they get lost. They will explore ways to say safe online and will know that they should tell an adult if they see something which makes them uncomfortable whilst online. They will learn about what is safe and what is not safe to put into their bodies and know that medicine can help us when we are poorly.

Health and Wellbeing:

Children will explore the effect that food and drink can have on their teeth and know that foods and drinks with lots of sugar are bad for their teeth. They will understand the importance of exercise to stay healthy and how this helps keep their mind well too. They will explore some of the benefits of a healthy balanced diet and learn breathing exercises to aid relaxation.

Citizenship

Children will recognise why rules are necessary and will learn how to discuss issues of concern to them. They will discuss how to meet the needs of different pets. They will understand the needs of younger children and that these change overtime. They will know that voting is a fair way to make a decision and will understand how democracy works in school through the school council.

Families and relationships:

Children will understand their families offer love care and support they will know that families look after them and will know to use some words to describe how people are related. They will know that some information about their family is personal. They will look at loss and change and how this can affect us and know that there are ways that we can remember people or events. The children will know that stereotyping is when people think of things as being for boys or for girls only.



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PSHE Curriculum Cycle A

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now?	Upper KS2 Focus	Why this, why now?
Families and relationships	Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect.	Families and relationships	Learning about how to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping, considering physical and emotional boundaries and who to trust, thinking about how to support someone who has suffered a bereavement.	Families and relationships	Children will learn that marriage is a legal commitment and is a choice people can make. They will explore bullying further and consider the impact that bullying might have. They will consider what might lead someone to bully others and know what action a bystander can take when they see bullying.
Health and wellbeing	Understanding emotions, identifying our strengths and qualities, learning why we wash our hands and how to do so effectively, learning about the importance of sleep and relaxation for our wellbeing, learning how to stay safe in the sun and deal with allergic reactions, thinking about the people who help to keep us healthy.	Health and Wellbeing	Learning about how to stay healthy and how our diet affects our bodies and our teeth, identifying our strengths, learning how to celebrate mistakes and develop a growth mindset, considering how we can increase our happiness.	Health and wellbeing	Children will develop independence for protecting themselves in the sun by understanding the risks of sun exposure. They will consider calories and food groups to help them plan healthy meals and developed a greater responsibility for ensuring good quality sleep. They will know what they do before bed can affect sleep quality. They will learn to take responsibility for their own feelings and understand what can cause stress. It is important for them to know that failure is an important part of success.
Safety and the changing body	Learning how to communicate safely with adults; considering who keeps us safe in our community; learning steps to crossing the road safely; identifying which substances should or should not go in the body; learning how to call 999; knowing the difference between	Safety and the changing body	The children will be encouraged to thinking about the influence people we know might have on us and how this is not always positive. They understand that they will change physically as they develop into adults being aware of how they have changed already and some of	Safety and the changing body	Children will develop an understanding of how to ensure relationships online are safe. They will know the steps to take before sending a message online. Workshops around drugs, alcohol and tobacco use will ensure that our children know some strategies they can use to



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	secrets and surprises; learning about appropriate and inappropriate contact		the changes to come. The children will understand the difference between private and public and secrets and surprises. They will show how they can deal with unkind online behaviour and cyber bullying. Year 4 children will understand the physical changes to both male and female bodies as people grow from children to adults.		overcome pressure from others and make their own decisions. They will continue to learn about how their bodies change in particular: Year 5 - the process of the menstrual cycle. They will know the names of the external sexual parts of the body and the internal reproductive organs. They will know that puberty happens at different ages for different people and will be able to identify reliable sources of help with puberty. Year 6 – To understand how a baby is conceived and developed.
Citizenship	Children will be able to identify some groups that they belong to and how different people have different roles within the community. The children will look closely at the school environment and recognise everyone's responsibility to maintain a safe environment.	Citizenship	Building on their understanding of different groups and responsibilities of citizens to maintain a safe environment, pupils will be able to describe the benefits of recycling, know the importance of community spaces, understand that children have rights and how they benefit them and how the adults around them are responsible to supporting these rights. They will look at the role of a local councillor.	Citizenship	Through exploring the right to a freedom of expression, children discuss how rights and responsibilities link. They develop an understanding of how parliament and government work and they will know that parliament is made-up of the House of Commons the House of Lords and the Monarch. They will continue to learn about the roles of the Prime Minister and how this person appoints ministers who have a responsibility for different areas, such as healthcare and education. They will know what happens when someone breaks the law and to understand the waste hierarchy. They will begin to understand that prejudice is making assumptions about someone based on certain information and that



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					discrimination is treating someone differently because of certain factors.
Economic wellbeing	Children will be taught that money is earned by having a job – they will begin to recognise what different skills are needed for what different jobs.	Economic wellbeing	The children will know importance of budgeting and continue to look in more depth at the range of jobs available to them. They will understand that looking after money is skill and that money can be lost in a variety of ways. Children will be able to identify negative and positive influences that can affect our career choices. They will understand that some stereotypes can exist around jobs but that these shouldn't affect people's choices.	Economic wellbeing	Children identify jobs which might be suitable for them understand that these different jobs have different routes into them. They will learn that people change jobs for a number of reasons. They will discuss risks associated with money and will know that when money is borrowed it needs to be paid back. They will make a budget based on priorities understand that income is the amount of money received and expenditure is the amount of money spent.
Transition	An opportunity to reflect upon the skills developed throughout the year and begin to understand that change can cause mixed feelings. Recognising our own strengths and identifying people who can help us when we are worried about changes.	Transition	Children will have the opportunity to recognise their own achievements. They will begin to set goals and know that by setting goals they can help us achieve what we want. They will learn strategies to deal with change and understand that change often brings about more opportunities and responsibilities	Transition	The children will recognise their own skills and how these can be developed. They will understand the skills needed for different roles in school. They will explore a greater range of strategies to deal with feelings associated with change and they will know that a big change can bring opportunities but also worries.
				Year 6 Only Identity	Year 6 children will discuss the factor that make our identity, recognising the difference between how we see ourselves and how others see us. They will explore how the media might influence identity.



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PSHE Curriculum Cycle B

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now?	Upper KS2 Focus	Why this, why now?
Families and relationships	Children will understand their families offer love care and support they will know that families look after them and will know to use some words to describe how people are related. They will know that some information about their family is personal. They will look at loss and change and how this can affect us and know that there are ways that we can remember people or events. The children will know that stereotyping is when people think of things as being for boys or for girls only.	Families and relationships	Children will use respectful language to discuss different families and know that these families are varied in the UK and across the world. They will learn that problems can occur in families and that there is help available if needed. They will know that they can talk to trusted adults or services such as ChildLine if they experience family problems. They will explore how actions and behaviour can affect other people and that courtesy and manners are expected in different scenarios. They will learn about the effects of non-verbal communication and know the signs of good listening.	Families and relationships	Children will identify ways families might make children feel unhappy or unsafe and they will know that if they have a problem, they can call ChildLine. They will explore issues which might be encountered in friendships and how these might impact the friendship. They will identify ways to resolve conflict through negotiation and compromise. They will explore the process of grief and understand that it is different for different people. They will know that grief is the process people go through when someone close to them dies.
Health and wellbeing	Children will explore the effect that food and drink can have on their teeth and know that foods and drinks with lots of sugar are bad for their teeth. They will understand the importance of exercise to stay healthy and how this helps keep their mind well too. They will explore some of the benefits of a healthy balanced diet and learn breathing exercises to aid relaxation.	Health and wellbeing	Children will be developing independence and looking after their teeth and will know key facts about dental health. They will identify what makes them feel calm and relaxed and will know that visualisation means creating an image in their heads. They will develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. The children will identify their strengths and next know how they can use them to help others. This will be extended to understanding how their skills can be used to undertake certain jobs. They will know that mental health refers to their emotional well-being rather than physical. They will know	Health and wellbeing	Children will discuss ways to prevent illness including the use of vaccinations. They will identify some actions to take if they are worried about theirs or their friend's health and will know that changes in the body could be possible signs of illness. They will identify a range of relaxation strategies and explore ways to maintain good habits. They will set achievable goals for a healthy lifestyle and know that habit is a behaviour that we often do without thinking and that we can have good and bad habits. They will understand the relationship between stress and relaxation. They will explore their personal qualities and how to build on



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			who can help them if they're worried about their own or other people's mental health. They will explore the effects technology can have on mental health. They will be taught how to breakdown a problem into smaller parts to overcome it.		them developing strategies for being resilient in challenging situations.
Safety and the changing body	Through discussions about the concept of privacy, children will know that some types of physical contact are never appropriate and will know the pants rule. They will know that there are people in the community that are there to keep them safe and will practise what to do if they get lost. They will explore ways to say safe online and will know that they should tell an adult if they see something which makes them uncomfortable whilst online. They will learn about what is safe and what is not safe to put into their bodies and know that medicine can help us when we are poorly.	Safety and the changing body	Children will begin to recognise unsafe digital content and to know the signs that an e-mail might be fake. They will develop skills as a responsible digital citizen. They will understand the risks associated with smoking tobacco and discuss the benefits of being a non-smoker. They will know that asthma is a condition which causes Airways to narrow and will learn how to help someone who is having an asthma attack. Year 4 children will understand the physical changes to both male and female bodies as people grow from children to adults.	Safety and the changing body	children will develop an understanding about the reliability of online information. They will explore on rely online relationships including dealing with problems. They will know where to get help I will understand the online relationships should be treated in the same way as face-to-face relationship. They will learn how to help someone who is bleeding I will place an unresponsive patient into a recovery position having conducted a primary survey and assessed the casualty's condition. Year 5 - the process of the menstrual cycle. They will know the names of the external sexual parts of the body and the internal reproductive organs. They will know that puberty happens at different ages for different people and will be able to identify reliable sources of help with puberty. Year 6 – To understand how a baby is conceived and developed.
Citizenship	Children will recognise why rules are necessary and will learn how to discuss issues of concern to them. They will discuss how to meet the needs of	Citizenship	Children will explore the benefits of different groups and what they bring to the local community. They will understand the role of charities in the community. They will discuss	Citizenship	Children will identify ways people can bring about change in society. They will know that a pressure group is a group of people who feel very strongly about an issue and



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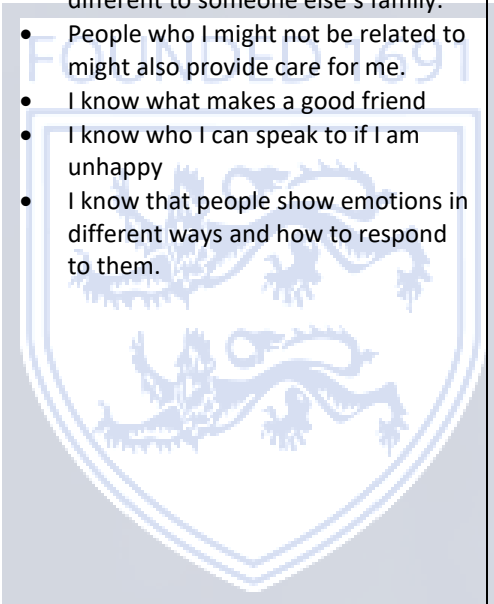
	different pets. They will understand the needs of younger children and that these change overtime. They will know that voting is a fair way to make a decision and will understand how democracy works in school through the school council.		the positives that diversity brings to a community and will know that there are several groups which make up the local community and communities further afield from Sleaford. They will continue to explore how children's rights help them and other children.		want to see something change. They will learn about environmental issues relating to food and that our food choices can affect the environment.
Economic wellbeing	Children will know the difference between a want and a need and will recognise that people make choices about how to spend money. They will discuss what to do if they find money.	Economic wellbeing	Children will explore factors which affect whether something is value for money. They will understand that there are different ways to pay for things. They will consider the impact that spending can have on other people.	Economic wellbeing	Children will recognise differences in how people deal with money and the role of emotions in this. They will know that gambling is a risk where money or something else is swapped in the hope of winning something better or more money. They will understand that there are certain rules to follow to keep money safe in bank accounts and will know that banks and organisations such as Citizens Advice can help with money related problems.
Transition	An opportunity to reflect upon the skills developed throughout the year and begin to understand that change can cause mixed feelings. Recognising our own strengths and identifying people who can help us when we are worried about changes.	Transition	Children will have the opportunity to recognise their own achievements. They will begin to set goals and know that by setting goals they can help us achieve what we want. They will learn strategies to deal with change and understand that change often brings about more opportunities and responsibilities	Transition	The children will recognise their own skills and how these can be developed. They will understand the skills needed for different roles in school. They will explore a greater range of strategies to deal with feelings associated with change and they will know that a big change can bring opportunities but also worries.
				Year 6 Only Identity	Year 6 children will discuss the factor that make our identity, recognising the difference between how we see ourselves and how others see us. They will explore how the media might influence identity.



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Essential Knowledge in the Key Stage One PSHE Curriculum – Cycle A

Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 1 Families and relationships	Families and people who care for me: - Pupils should know that families are important for children growing up because they can give love, security, and stability. - Pupils should know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Caring friendships: - Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (Y1) - Pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (Y2) Respectful relationships - Pupils should know the practical steps they can take in a range of different contexts to improve or support respectful relationships. - what a stereotype is, and how stereotypes can be unfair, negative, or destructive.	 - I know how people are related to me - I understand my family might be different to someone else's family. - People who I might not be related to might also provide care for me. - I know what makes a good friend - I know who I can speak to if I am unhappy - I know that people show emotions in different ways and how to respond to them.	After establishing and setting ground rules for RSE and PSHE lessons: - Who is in a family? - Are all friendships good friendships? - What makes a family a family? - How do we know how people feel? - What new things can we find out about each other? - How can we all remain friends? - Does gender affect the jobs that people do?	Family, relation, mum, dad, parent, brother, sister, grandad, grandma, grandparent, uncle, auntie, cousin, love, care, support, friend, kind, trust, generous, share, listen, fun, helpful, truth, good friendships, different, same, similar, emotion, team, manners, quiet, respect, challenge, co-operate, turn taking, please, thank you, stereotype.



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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 2 Health and Wellbeing.	Mental Wellbeing - How to recognise and talk about their emotions, having a varied vocabulary of words to use when talking about their own and other's feelings. - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - That mental wellbeing is a normal part of life, in the same way as physical health. Respectful relationships - Pupils should know the importance of self-respect and how this links to their own happiness. Health and Prevention - People should know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn. - Pupils should know about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of washing. - Pupils should know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - Pupils should know the facts and science relating to allergies, immunisation, and vaccination.	- I know that I can feel more than one emotion at once - I know that not everyone feels the same. - I know that there are different ways to respond to different situations - I know what appropriate actions I could take to manage my feelings - I know what a personal quality is and can recognise them in myself and others. - I know that sleep helps me stay healthy, restores my energy, and helps me grow. - I know that there are people who have jobs that were created to help us and keep us healthy. - I know how to wash my hands properly to prevent the spread of germs. - I know that people can be allergic to allergens in food or things around them. - I know how to help myself or others if we have an allergic reaction.	After establishing and setting ground rules for RSE and PSHE lessons: - How are we feeling today? - Why are rest and relaxation important? - What am I like? - Why is sleep important? - How can we stop spreading germs? - How do we stay safe in the sun? - Who can help us stay healthy?	Action, emotions, feelings, strategy, relax, relaxation, sleep, rest, skill, qualities, strengths, better, routine, germ, wash, scrub, sun, protection, allergy, allergic reaction. Allergen, Paramedic, job, healthy, doctor, optician, nurse, dentist.



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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term 1 Safety and the changing body	Being safe - Pupils should know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - Pupils should know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe - Pupils should learn that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Drugs, alcohol, and tobacco - Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use, and drug taking. Basic First Aid - Pupils should know how to make a clear and efficient call to emergency services is necessary.	- I know what to do if I am worried about anything an adult says or does in and outside of school - I know some places that I meet adults outside of school - I know there are some jobs that people do to keep us safe. - I know how to keep myself safe near a road - I know that medicines are safe substances that help me remain healthy. - I know how to call 999 in an emergency - I know that names of body parts for both genders. - I know the difference between a secret and a surprise - I know the ChildLine number 0800 1111 - I know there are people who can help me if I am concerned about something.	After establishing and setting ground rules for RSE and PSHE lessons: - What is a safe and appropriate to communicate with adults? - Who can help stay safe? - What is Road Safety? - Are all medicines good for me? - Can I get emergency help if I need it? - Secrets or surprises? - When is physical contact safe? - How can I keep my private parts private?	adult, job, manners, polite, visitor, stranger, worry, hurt, safe, help, pedestrian, pavement, traffic, kerb, medicine, damage, danger, into, onto, emergency, secret, surprise, physical, contact, kind, unsafe, dislike, penis, vulva, arm, leg, hand, wrist, neck, head, knee, foot, ankle, elbow



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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term 2 Citizenship	Non-Statutory Guidance Learning opportunities in Living in the Wider World Pupils learn L1. about what rules are, why they are needed, and why different rules are needed in different situations' L3. about things they can do to help look after their environment' L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people' See: Programme of Study for PSHE education (KS1-5) .	- I know the rules in school - I know that people are different - I know that different rules apply in different places - I know that some rules are made to be followed by everyone and these are known as 'laws' - I know some of the jobs people do to look after the environment in school and the local community.	After establishing and setting ground rules for RSE and PSHE lessons: - Do rules apply to me? - What is unique about me? - What groups do I belong to? - What are the most important jobs in our community? - What can we do to look after our school environment? - What can we do to look after our local environment?	Different, identity, rule, unique, environment, job, similar, volunteer, same, group, community, responsibility, problems
Summer Term 1 Economic Wellbeing	Non-Statutory Guidance Learning opportunities in Living in the Wider World Pupils learn L10. what money is; forms that money comes in; that money comes from different sources L13. that money needs to be looked after; different ways of doing this L16. different jobs that people they know or people who work in the community do	- I know that coins and notes have different values - I know some of the ways children may receive money - I know it is wrong to steal money - I know that banks are places where we can store money - I know some jobs that people do in school - I know that different jobs need different skills - I know the difference between want and need - I know some of the ways in which adults get money - I know what to look at when setting up a bank account.	After establishing and setting ground rules for RSE and PSHE lessons: - Where does money come from? - Do I need it or want it? - How can we keep money safe? - How can a bank help us? - Why might people do the jobs that they do?	Bank, cash, earn, notes, save, spend, Building society, coins, need, priority, skill, value, want, wages, benefits, pension, pocket money, survive, safe, interest, account



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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term 2 Transition	Non-Statutory Guidance Learning opportunities in Living in the Wider World Pupils learn L14. that everyone has different strengths and H27. about preparing to move to a new class/year group	• I know I will be moving into the next year group and (Year 2) into a different class • I know that my teachers and friends can help me cope with change • I know that change can be exciting • I know that change can cause worry • I know some of the skills I have to help me transition into the next year group	After establishing and setting ground rules for RSE and PSHE lessons 1. What were we like when we were younger? 2. What is change? 3. How am I feeling about the change ahead? 4. What is exciting me and what is worrying me? 5. What can we do now and what do we know now? 6. What do I want/need to know about Year 2 or 3?	Strengths, skills, move, change, feelings, emotions, transition



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Essential Knowledge in the Lower Key Stage Two PSHE Curriculum – Cycle A

Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 1 Families and relationships	Families and people who care for me Pupils should know: - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Mental Wellbeing Pupils should know: - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings Caring friendships Pupils should know that: - Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - What trust is, who to trust and why and what to do if they don't trust someone or someone breaks their trust. Respectful relationships	- I know some steps I can take to resolve problems with my friends - I know that violence is never the right way to solve a problem. - I know what bullying is and can explain some of the possible effects of bullying. - I know that I may experience problems with my friends, and this is normal - I know who can help me in school if I or someone one is being bullied. - I know not to be a bystander - I know why stereotypes are negative	- What is PSHE and how can we help everyone to learn effectively in PSHE lessons? - How can we help each other to sort out problems with our friends? - What is a bystander? - What gender stereotypes can we identify and challenge? - What age and disability stereotypes can we identify and challenge? - Can I recognise my own boundaries and the boundaries of others in our friendships? - Who to trust? - Can I show respect for difference? - How can I help following a bereavement?	friend, problem, talking, listening, comfort, forgive, apologise, bullying, repeated, report, bullying, witness, bystander, involved, gender, male, female, stereotype, discrimination, equality act, disability, respect, permission, boundary, expectations, trust, issues, reliable, resolve, let down, breaking trust, same, different, similar, respect, bereavement, sympathy, loss, helpful



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	Pupils should know that: - Different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - The importance of permission-seeking and giving in relationships with friends, peers, and adults. Being Safe Pupils should know: - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)			
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 2 Health and Wellbeing	Mental wellbeing Pupils should know - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests - that mental wellbeing is a normal part of daily life, in the same way as physical health - that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	- I know what a balanced diet is and can name foods that I should eat more or less of - I know that the foods I eat can affect my mood and behaviour - I know that I need more energy from food when I am more energetic - I know that good oral hygiene including flossing helps to keep my teeth healthy - I know a range of relaxation techniques - I know how my behaviour and actions affect other people - I know my strengths and how I can use them to help others.	After establishing and setting ground rules for RSE and PSHE lessons: - How do I fuel my body? - What's for dinner? - Why is relaxation good for me? - What is my identity? - What are my superpowers? - Can mistakes be useful? - What is it that is important to me that makes me happy?	exercise, balance, diet, energy, intake, teeth, healthy, food group, relax, stretch, feeling, hero, power, strengths, resilience, feelings, emotions, happy, mistake, learn,



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	Physical and mental fitness Pupils should know - The characteristics and mental and physical benefits of an active lifestyle - The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. - The risks associated with an inactive lifestyle (including obesity). Health and Prevention - About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	- I know how to develop my growth mindset and learn that mistakes can be useful - I know I can take action to affect my own happiness		
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term 1 Safety and the changing body	Internet and safety harms Pupils should know: - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - That for most people the internet is an integral part of life and has many benefits. - That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - Where and how to report concerns and get support with issues online. Online relationships Pupils should know: - That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	- I know what to say to give a positive message to someone - I know how to create a decision tree showing how to deal with unkind online behaviour and cyberbullying. - I know and understand how quickly information can spread on the internet and some of the risks associated with that. - I know and understand the difference between private and public, and secrets and surprises. - I know how to assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack. Year 3 only	After establishing and setting ground rules for RSE and PSHE lessons: - What does kindness look like online? - What is cyberbullying? - What should I share online? - Does Private and Secret mean the same thing? - How do we treat bites and stings? - Who influences the choices we make? - How can I help in an emergency? - Can I recall the rules for keeping safe near a road? Year 3 only	age restriction, anaphylaxis, breasts, casualty, cyberbullying, distraction, genitals, injuries, protect, public, allergic, asthma, bullying, choice, decision, fake, influence, law, puberty, tobacco, privacy, emergency, prevention, hazard, operator, assistance



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	- The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. - Where and how to report concerns and get support with issues online. Mental Wellbeing Pupils should know - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - Where to get advice e.g. family, school and/or other sources. Being Safe Pupils should know - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - How to recognise and report feelings of being unsafe or feeling bad about any adults Basic first aid Pupils should know: - how to make a clear and efficient call to emergency services if necessary - concepts of basic first aid, for example dealing with common injuries, including head injuries Drugs, alcohol, and tobacco Pupils should know: - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Changing adolescent body Pupils should know - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	- I know and understand choices that I can make and those that are made for me - I know and understand it is most important to ensure the safety of myself and others when faced with an emergency. - I know how to assist in an emergency by calling for help correctly. - I can explain rules for keeping safe near roads. Year 4 only - I know and understand the influence people we know might have on us and beginning to recognise this influence might not always be positive. - I know and understand that I will change physically as I develop into an adult - I know and understand the changes I have already gone through and are aware of some changes to come.	Year 4 only 9 What are the differences between children and adults? 10 What can I expect as I continue to grow up?	
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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term 2 Citizenship	Non statutory guidance: Learning opportunities in Living in the Wider World' Pupils learn L1. to recognise reasons for rules and laws; consequences of not adhering to rules and law L2. to recognise there are human rights, that are there to protect everyone (This lesson is based on content from Amnesty International) L3. about the relationship between rights and responsibilities L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling, food choices) L6. about the different groups that make up their community; what living in a community means. Preparing to play an active role as citizens 'Pupils should be taught: - what democracy is, and about the basic institutions that support it locally and nationally;	- I know and can describe the benefits of recycling. - I know that there are different groups within the local community and how they use community buildings/places. - I know how to describe in simple terms the role of being a local councillor. - I know reasons to justify why one issue might be more important than another to local people. - I know and understand that children have rights and how these benefit them. - I know and understand the range of groups that exist in the wider community and how groups can focus on different areas of interest. - I know that using items benefits the environment. - I know and understand the responsibilities adults have for supporting children's rights. - I know and understand the need for rules and the reason for having consequences when rules are broken. - I know and understand what human rights are and why they are important.	After establishing and setting ground rules for RSE and PSHE lessons: - Why should we recycle and reuse? - Who is our community? - How does democracy work in our local area? - Should there always be consequences for breaking rules? - How do my rights benefit me? - How does the human rights convention apply to me?	Materials, recycle, reuse, rubbish, environment, waste hierarchy, building, community, purpose, support, together, democracy, council, councillor, County Council, District Council, unitary authority, budget, priority, consequence, convention on rights, United Nations



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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term 1 Economic wellbeing	Non statutory Guidance Living in the wider world L19: To learn that people's spending decisions can affect others and the environment (e.g., Fairtrade, buying single-use plastics, or giving to charity). L24: To identify the ways that money can impact on people's feelings and emotions L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes and L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L31. to identify the kind of job that they might like to do when they are older	- To know that budgeting money is important. - To understand that there are a range of jobs available. - To know that money can be lost in a variety of ways. - To understand the importance of tracking money. - Exploring ways to overcome stereotypes in the workplace. - To understand that there are different ways to pay for things. - To understand that some stereotypes can exist around jobs, but these should not affect people's choices.	After establishing and setting ground rules for RSE and PSHE lessons: - Is it worth it? - What is a budget? - How can money make us feel? - Is that job right for me? - Do stereotypes limit people's career aspirations?	bank balance, budget, debit card, feeling, save, bank statement, career, expense, qualification, spend, stereotype, worth, choice, clarity, impact, value, jealousy
Summer Term 2 Transition	Non statutory Guidance Living in the wider world H35. about the new opportunities and responsibilities that increasing independence may bring and H36. strategies to manage transitions between classes and key stages.	- I know and can celebrate what I have achieved this year - I know what I need to do to improve - I know what targets to set myself - I know who will help me achieve these targets - I know that there will be new opportunities for me - I know that responsibility comes with opportunity	After establishing and setting ground rules for RSE and PSHE lessons - What am I good at and what have I achieved? - How can we prepare for the changes that will happen when we transition to the next year group? - What opportunities have I got to look forward to? - What responsibilities to I need to remember? - How will I cope?	Opportunity, responsibility, change, cope, strategies, targets, goals



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Essential Knowledge in the Upper Key Stage Two PSHE Curriculum – Cycle A

Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 1 Families and relationships	Caring friendships: Pupils should know - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems Respectful relationships Pupils should know: - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority - the importance of self-respect and how this links to their own happiness - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - What a stereotype is, and how stereotypes can be unfair, negative, or destructive Families and people who care for me Pupils should know - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	- I know the importance of friendship on good mental health - Because I know what makes a good friend, I can set myself a friendship themed goal - I know what I must do to be able to show respect to all people. - I know the importance of earning respect and when respect might be lost. - I know that marriage is a legal commitment and give reasons why people might decide to get married - I know why gender equality is important - I know and can explain how we make assumptions about people based on how they look. - I know and understand that stereotypes around race and religion can be harmful. - I know and can explain how stereotypes can affect the way people are treated and can lead to discrimination - I know that stereotypes exist around, gender, race, religion, age, disabilities and use this knowledge to	After establishing and setting ground rules for RSE and PSHE lessons - How are positive friendships formed and maintained? - Are we respecting of each other? - Are we respecting of ourselves? - What is marriage? - Who has the power to rectify bullying? - How have attitudes towards Gender changed over time? - Can we reverse stereotypes?	Friend, friendship, skills, good friend, respect, lose, earn, courtesy, attributes, proud, self-respect, marriage, commitment, legal, choice, lifelong, religion, bullying, bystander, cyberbullying, victim, unkind, race, religion, discrimination, equality, racism, change, challenge



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		further develop my awareness of sexual orientation and gender reassignment. - I know facts that can prove stereotypes are incorrect - I know why stereotypes are harmful		
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 2 Health and Wellbeing	Mental Wellbeing Pupils should know - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - That mental wellbeing is a normal part of daily life, in the same way as physical health Health and Prevention Pupils should know: - The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer Mental Wellbeing - That there is a normal range of emotions (for example, happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	- I know what causes me to stress and worry - I know and understand the importance of relaxation - I know physical strategies to help me relax - I know why sleep is important and can take responsibility for my own sleep - I know strategies that will help me manage feelings of failure - I know what a SMART target is - I know I am responsible for my own feelings and actions - I know all the food groups and can plan healthy meals based on this. - I know what calories are and can plan my meals around the recommended daily intake - I know ways to protect myself from the sun	After establishing and setting ground rules for RSE and PSHE lessons - How does Yoga help relaxation? - Did you sleep well? - Is it important to fail? - Can I reach my goal? - Am I sufficiently self-aware? - Is that plate balanced? - Why should I protect myself from the sun?	Yoga, meditation, relaxation, thoughts, quantity, relax, sleep, rest, quality, fail, failure, try, succeed, overcome, goal, achieve, plan, destiny, choice, emotion, feeling, calories, healthy diet, recommended daily intake, serving, portion, obesity, exposure, responsibility, UV rays, weather, skin cancer, slip, slop, slap



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	Heathy Eating Pupils should know - What constitutes a healthy diet (including understanding calories and other nutritional content) - The principles of planning and preparing a range of healthy meals - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health)			
Spring Term 1 Safety and the changing body	Online relationships Pupils should know: - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private Basic first aid Pupils should know: - how to make a clear and efficient call to emergency services if necessary - concepts of basic first aid, for example dealing with common injuries, including head injuries Drugs, alcohol, and tobacco Pupils should know - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	- I know and understand what is safe to share online and what to do before sending a message. - I know and can identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. - I can recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. - I know and understand some of the reasons adults decide to drink or not drink alcohol. - I know and understand that other people can influence our decisions, but we have the right to make our own choices. Y5 only	After establishing and setting ground rules for RSE and PSHE lessons - Are you a friend or an acquaintance? - Who should we talk to online? - Can I recognise when someone is choking, and can I give first aid? - What do we know about alcohol? - What choices do we make? What do we know about growing up? What is Menstruation? What other changes happen during puberty? Year 5 only Year 6 only	alcohol, breasts, conception, egg coma fallopian tube, genitals, ovaries, private, attraction, cervix, cyberbullying, ejaculation, fertilisation, influence, menstruation, period, , penis, puberty, bladder, clitoris decision, erection, friend, Internet trolling, nipples, pubic hair, acquaintance, airway, inhale, breathing, obstruction, trachea, windpipe, epiglottis, stomach, back blows, abdomen, rib cage,



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		- I know and can accurately name all the external sexual parts of the body and the internal reproductive organs. - I understand the changes my own gender will go through during puberty. - List the range of changes they will go through during puberty. - I know and understand the menstrual cycle Y6 only - I know and understand the changes that take place during puberty. - I know and understand the menstrual cycle and that a male and a female are needed to conceive a baby. - I know and understand that a baby changes in the womb and some of the baby's requirements during the first months of life.	How will puberty affect me and others? What is conception? How do babies develop?	exhale, lungs, oesophagus, excessive, alcohol, choice, risk, short term, long term, responsible, for, against, decision, pressure, peer pressure, peer acceptance
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term 2 Citizenship	Non-Statutory PSHE Guidance Learning opportunities in Living in the Wider World 'Pupils learn L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws.'	- I know and understand what happens when someone breaks the law. - I know and understand the process of a trial - I know and understand what prejudice and discrimination are and	After establishing and setting ground rules for RSE and PSHE lessons - What happens when the law is broken? - How can we overcome prejudice and discrimination?	Authority, Conflict, Defendant, Earn. Environment, Expectation, Freedom of expression, Government, Grief, Grieving, House of



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	• L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced' • L3. about the relationship between rights and responsibilities.' • L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices) ' • L7. to value the different contributions that people and groups make to the community' Preparing to play an active role as citizens 'Pupils should be taught: • g. What democracy is, and about the basic institutions that support it locally and nationally;'	why and how they should be challenged. • I know and understand the waste hierarchy. – reducing the use of a material or energy is the most environmentally friendly action – re-use and recycle are the next environmentally friendly action and disposal is the least environmentally friendly approach • I know and understand how reducing our use of materials and energy will help the environment. • I know how individuals can influence government and business • I know that the government can help impact positively on the environment in a number of ways e.g. - improving public transport - creating cycle routes – reducing the cost of electric cars. • I know that prejudice is making assumptions about someone based on certain information. • I know that discrimination is treating someone differently because of certain factors. • I know and understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this. • I know and understand how people contribute to society and how this is recognised.	3. How can the government support individuals to reduce their use of materials and energy? 4. What contributions have individuals made to society? 5. What do we value most about education? Year 5 – What responsibilities do we have to do with freedom of expression? Year 6 – Who is Malala Yousafzai and why is she significant? 6. How can we influence what happens in Parliament? Year 5 – How does Parliament work? Year 6 – What would you do if you were a minister in the government?	Commons, Human rights, judge, Jury, Member of Parliament (MP), Parliament, Pressure group, Prime Minister, protected characteristics, Resolve, Respect, Stereotype, Trial, Magistrate, Court, Crown Court, prejudice, discrimination, segregation, tackling, overcoming, homosexual, gay, reduce, environment, energy, businesses, materials, contribution, community, society, recognition, media
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Year 5 only

- Understand what rights are and that freedom of expression is one of these rights.
- Understand the basics of how parliament works including the parts of parliament.

- I know that parliament is made up of the House of Commons, the House of Lords, and the Monarch.

- I know that parliament is where MPs debate issues, propose laws, amend existing laws, and challenge the government's work

Year 6 only

- Understand that education is a human right and why education is important.
- Understand the roles and responsibilities of people in government Y6: To know that education is an important human right.
- I know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.



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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term 1 Economic Wellbeing	Living in the Wider World Pupils should be taught - L17. about the different ways to pay for things and the choices people have about this - L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' - L20. to recognise that people make spending decisions based on priorities, needs, and wants - L21. different ways to keep track of money - L22. about risks associated with money (e.g., money can be won, lost, or stolen) and ways of keeping money safe - L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing, and future aspirations - L24. to identify the ways that money can impact on people's feelings and emotions - L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life - L28. about what might influence people's decisions about a job or career (e.g., personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	- To know and understand that borrowing money is a way to pay for something but this must be repaid. - I know why someone might borrow money - I know different ways to borrow money, e.g., loan, mortgage, credit card - I know that it is important to prioritise spending - To know and understand that income is money that comes and expenditure is money that is spent and how these can be recorded. - Understand how to create a weekly budget, including prioritising needs over wants. - Understand that there are risks associated with money and what some of these are. - I know some ways that people lose money Year 5 only - Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs. Year 6 only - Understand that there are different routes into careers.	After establishing and setting ground rules for RSE and PSHE lessons - Why do people make different choices about borrowing? - How do people make decisions about earning and spending money? - How could a change in financial circumstance affect me? - How can we keep money safe? - Year 5 - What jobs might we want to do and Year 6 – How might people's career change?	Discrimination, Expenditure, Gambling, giving back, Growth mindset, Income, Interest, PIN, Qualities, Responsibility, Repayment, Skill, borrow, lend, interest repayment, budget, expenses, want, need, job, career, job seeker



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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term 2 Identify – Year 6 Only	Living in the wider world Pupils should be taught - H25 about personal identity; what contributes to who we are (e.g., ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) - L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	- To know that identity is the way we see ourselves and how other people see us. - To know that people may see us differently as to how we see ourselves. - To know that images can be manipulated and are not realistic. - I know that seeing unrealistic images all the time might be harmful - I know how I might challenge how other people see me	After establishing and setting ground rules for RSE and PSHE lessons - What is identity - How and why might individuals manipulate images?	Change Identity Images Manipulation Media Identity Respect Assertive
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term 2 Transition	Living in the wider world: Pupils should be taught - L30. about some of the skills that will help them in their future careers e.g., teamwork, communication, and negotiation. - L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes - H35. about the new opportunities and responsibilities that increasing independence may bring - H36. strategies to manage transitions between classes and key stages.	Year 5 - I know and understand the skills needed to take on roles in school - I know and I can explain the skills I have and those I need to develop Year 6 - I know and I understand that change can bring opportunity but also worry - I know and I can explain some ways I can deal with change - I know and I can explain some strategies I can use if I feel stressed or anxious	After establishing and setting ground rules for RSE and PSHE lessons - What skills might we need to take on roles? (Y5) - What skills do we already have? (Y5) - What skills do we need to develop? (Y5) - What changes have we experienced so far? (Y6) - How can we deal with changes that come with starting Secondary school? (Y6) - How can we cope with new a challenging situation? - Who can help us?	Skill Responsibility Role achievement



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Essential Knowledge in the Key Stage One PSHE Curriculum – Cycle B

Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 1 Families and relationships	Families and people who care for me: - Pupils should know that families are important for children growing up because they can give love, security, and stability. - Pupils should know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - There is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Caring friendships: - Pupils should know how important friendships are in making us feel happy and secure, and how people choose and make friends. - Pupils should understand the characteristics of friendships, including mutual respect,	- I know how people are related to me - I understand my family might be different to someone else's family. - People who I might not be related to might also provide care for me. - I know what makes a good friend - I know who I can speak to if I am unhappy - I know that people show emotions in different ways and how to respond to them.	After establishing and setting ground rules for RSE and PSHE lessons: - Who is in a family? - Are all friendships good friendships? - Do we all respond in the same way? - Do we treat others how we want to be treated? - How can we all remain friends? - Does gender affect the jobs that people do? - How does loss and change affect us?	Family, relation, mum, dad, parent, brother, sister, grandad, grandma, grandparent, uncle, auntie, cousin, love, care, support, friend, kind, trust, generous, share, listen, fun, helpful, truth, good friendships, different, same, similar, emotion, team, manners, quiet, respect, challenge, co-operate, turn taking, please, thank you, stereotype, death, upset sadness, remember, happiness, change.



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	truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - Pupils should understand the conventions of courtesy and manners and how these can help us build friendships Respectful relationships - Pupils should know the practical steps they can take in a range of different contexts to improve or support respectful relationships. - Pupils should know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (Y2) - Pupils should know what a stereotype is, and how stereotypes can be unfair, negative, or destructive			
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 2 Health and wellbeing	Mental Wellbeing Pupils should know - How to recognise and talk about their emotions, having a varied vocabulary of words to use when talking about their own and other's feelings. - The benefits of physical exercise, time outdoors, community	- I know that not everyone feels the same - I know that I need to try to respond to different emotions in different ways	After establishing and setting ground rules for RSE and PSHE lessons: - How do my emotions change me? - What is wonderful about me? - What is a growth mindset? - Why should I be active? - How can breathing help me relax?	Actions, emotions, feelings, strategy, goal, skill, achieve, steps, active, exercise, relax, relaxation, breath, nutrients, weight, immune system, balanced meal, portion, tooth decay



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	participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • that mental wellbeing is a normal part of daily life, in the same way as physical health Health and Prevention Pupils should know: • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Physical health and fitness Pupils should know • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. Healthy Eating Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health) Non statutory Guidance Health and wellbeing H23. Pupils can identify what they are good at, what they like and dislike	• I know how others might feel based on what I have experienced before 	6. Do I have a healthy diet? 7. Am I caring for my teeth well?	
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	H24.Pupil know how to manage when finding things difficult			
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term 1 Safety and the changing body	Being safe - Pupils should know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - Pupils should know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe - Pupils should learn that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Online relationships - That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. - That people sometimes behave differently online, including by pretending to be someone they are not. - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	- I know what to do if I am worried about anything an adult says or does in and outside of school - I know some places that I meet adults outside of school - I know there are some jobs that people do to keep us safe. - I know how to keep myself safe near a road - I know that medicines are safe substances that help me remain healthy. - I know how to call 999 in an emergency - I know that names of body parts for both genders. - I know the difference between a secret and a surprise - I know the ChildLine number 0800 1111 - I know there are people who can help me if I am concerned about something.	After establishing and setting ground rules for RSE and PSHE lessons: - Who and what keeps us safe in school? - Are roads safe?? - What are the hazards in my home? - Are all medicines good for me? - What can I do if I get lost? - Am I safe when I use the internet? - When is physical contact safe? - How can I keep my private parts private?	adult, job, manners, polite, visitor, stranger, worry, hurt, safe, help, pedestrian, pavement, traffic, kerb, medicine, damage, danger, into, onto, emergency, physical, contact, kind, unsafe, dislike, penis, vulva, arm, leg, hand, wrist, neck, head, knee, foot, ankle, elbow, hazard, internet, online, bullying



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	Drugs, alcohol, and tobacco - Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use, and drug taking. Basic First Aid - Pupils should know how to make a clear and efficient call to emergency services is necessary. Non statutory guidance: Health and Wellbeing and Keeping safe H30 Pupils learn about how to keep safe at home (including around electrical appliances) and re safety (e.g., not playing with matches and lighters)			
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term 2 Citizenship	Non-Statutory Guidance Learning opportunities in Living in the Wider World Pupils learn L1. about what rules are, why they are needed, and why different rules are needed in different situations' L2. how people and other living things have different needs; about the responsibilities of caring for them' L3. about things they can do to help look after their environment' L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community	- I know the rules in school - I know that people are different - I know that different rules apply in different places - I know that some rules are made to be followed by everyone and these are known as 'laws' - I know that different pets have different needs. - I know that needs of children change over time - I know that voting is a fair way to make a decision	After establishing and setting ground rules for RSE and PSHE lessons: - Why are rules important? - Are we the same or different? - What care do animals need? - What care do we need and when do we need it? - What is democracy? - How does democracy work in our school?	Care, different, fair, opinion, rule, similar, democracy, election, pet, responsibility, school council, vote



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	L6. to recognise the ways they are the same as, and different to, other people' See: Programme of Study for PSHE education (KS1-5). Pupils should be taught what democracy is, and about the basic institutions that support it locally.	I know what democracy means		
Summer Term 1 Economic Wellbeing	Living in the wider world Pupils should be taught - L10. what money is; forms that money comes in; that money comes from different sources - L11. that people make different choices about how to save and spend money - L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want - L13. that money needs to be looked after; different ways of doing this - L16. different jobs that people they know or people who work in the community do	- Y1: To know that coins and notes have different values. - Y1: To know some of the ways children may receive money. - Y1: To know that it is wrong to steal money. - I can tell you things that I need. - I can tell you things that I have because I want them, not because I need them. - Y1: To know that banks are places where we can store our money. - Y1: To know some jobs in school. - Y1: To know that different jobs need different skills. - Y1: To know the difference between a 'want' and 'need' - Y2: To know some of the ways in which adults get money. - Y2: To know some of the features to look at when selecting a bank account.	After establishing and setting ground rules for RSE and PSHE lessons: - What do we know about money? - What are wants and needs? - What can we do with the money we have? - How do banks and building societies keep money safe? - Why might people do the jobs they do?	Bank Building society Cash Coins Earn Need Notes Priority Save Skill Spend Value Want Essential Survive Choice



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		I know that I need to save money to buy something that I want		
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term 2 Transition	Non-Statutory Guidance Learning opportunities in Living in the Wider World Pupils learn L14. that everyone has different strengths and H27. about preparing to move to a new class/year group	- I know I will be moving into the next year group and (Year 2) into a different class - I know that my teachers and friends can help me cope with change - I know that change can be exciting - I know that change can cause worry - I know some of the skills I must help me transition into the next year group	After establishing and setting ground rules for RSE and PSHE lessons - What were we like when we were younger? - What is change? - How am I feeling about the change ahead? - What is exciting me and what is worrying me? - What can we do now and what do we know now? - What do I want/need to know about Year 2 or 3?	Strengths, skills, move, change, feelings, emotions, transition



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Essential Knowledge in the Lower Key Stage Two PSHE Curriculum – Cycle B

Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 1 Families and Relationships	Caring friendships (Year 3) Pupils should know that: - Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Respectful relationships (Year 4) Pupils should know that: - Different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Families and people that care for me Pupils should know: - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	- I know some steps I can take to resolve problems with my friends - I know that violence is never the right way to solve a problem. - I know what bullying is and can explain some of the possible effects of bullying. - I know that I may experience problems with my friends, and this is normal - I know who can help me in school if I or someone one is being bullied. - I know why stereotypes are negative - I know that all families are different - I know and can explain ways in which families support each other.	- What is PSHE and how can we help everyone to learn effectively in PSHE lessons? - Can we support each other with the emotions that problems with friendships cause? - What makes a healthy family? - What gender stereotypes can we identify and challenge? - What age and disability stereotypes can we identify and challenge? - Can I recognise how my behaviours affect others? - Do I listen and communicate effectively? - Is it always easy to be courteous? - Can I show respect for difference?	PSHE, safe, learn, rule, unsafe, unhappy, friend, problem, talking, listening, forgive, apologise, bullying, repeated, report, family, different, support, care, love, help, gender, male, female, stereotype, discrimination, equality act, disability, act of kindness, communicate, empathy, listen, open questions, respect, authority,



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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 2 Health and Wellbeing	Pupils should know: Mental wellbeing - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - It is common for people to experience mental ill-health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. - Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - It is common for people to experience mental ill-health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Mental wellbeing - Pupils should know - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests - that mental wellbeing is a normal part of daily life, in the same way as physical health	- I know what a balanced diet is and can name foods that I should eat more or less of - I know that the foods I eat can affect my mood and behaviour - I know that I need more energy from food when I am more energetic - I know that good oral hygiene including flossing helps to keep my teeth healthy - I know a range of relaxation techniques - I know how my behaviour and actions affect other people - I know my strengths and how I can use them to help others. - I know how to develop my growth mindset and learn that mistakes can be useful - I know I can take action to affect my own happiness	After establishing and setting ground rules for RSE and PSHE lessons - Can I create a healthy diary? - Can you do the floss? - How can visualisation help me relax? - What is my role in helping others? - What are manageable chunks? - Do I understand my feelings? - Am I as mentally strong as I am physically?	exercise, balance, diet, energy, intake, teeth, healthy, food group, relax, stretch, feeling, hero, power, strengths, resilience, feelings, emotions, happy, mistake, learn, visualise



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- that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

Physical and mental fitness

Pupils should know

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

Health and Prevention

- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.





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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term 1 Safety and the changing body	Internet and safety harms Pupils should know: - How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted - Where and how to report concerns and get support with issues online - Why social media, some computer games and online gaming, for example, are age restricted Drugs, alcohol, and tobacco - Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use, and drug taking.	- I know and can describe some of the best ways to avoid being tricked by fake emails. - I know the legal age restrictions and understand the reasons for them being in place. - I know how a search engine works and whether information is useful. - I know and understand some of the risks of smoking and some of the benefits of being a non-smoker. - I know how to assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack. Year 3 only - I know that I have choices that can make and those that are made for me - I know what to do in a medical emergency, including calling the emergency services. - Using my knowledge of road safety, I can explain rules for keeping safe near roads. Year 4 only - I know and understand the influence people we know might have on us and beginning to recognise this influence might not always be positive.	After establishing and setting ground rules for RSE and PSHE lessons - Is this genuine? - What is the age restriction? - How does tobacco harm us? - How can I help someone with asthma? - Who makes choices for me and Am I easily influenced? Year 3 only - How can I help in an emergency? - Can I recall the rules for keeping safe near a road? Year 4 only - What are the differences between children and adults? - What can I expect as I continue to grow up?	age restriction, anaphylaxis, breasts, casualty, cyberbullying, distraction, genitals, injuries, protect, public, allergic, asthma, bullying, choice, decision, fake, influence, law, puberty, tobacco, privacy, emergency, prevention, hazard, operator, assistance



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		- I know and understand that I will change physically as I develop into an adult. - I know and understand the changes I have already gone through and am aware of some changes to come		
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term 2 Citizenship	Non statutory guidance: Learning opportunities in Living in the Wider World' Pupils learn L1. to recognise reasons for rules and laws; consequences of not adhering to rules and law L2. to recognise there are human rights, that are there to protect everyone (This lesson is based on content from Amnesty International) L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others' L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling, food choices) L6. about the different groups that make up their community; what living in a community means. L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	- I know and can describe the benefits of recycling. - I know that there are different groups within the local community and how they use community buildings/places. - I know how to describe in simple terms the role of being a local councillor. - I know reasons to justify why one issue might be more important than another to local people. - I know and understand that children have rights and how these benefit them. - I know and understand the range of groups that exist in the wider community and how groups can focus on different areas of interest. - I know that reusing items benefits the environment. - I know and understand the responsibilities adults have for supporting children's rights.	After establishing and setting ground rules for RSE and PSHE lessons - Can I re-use this? - What contribution do I make to my community? - How is Sleaford democratic? - What does diversity bring to communities? - How has the UN help us? - What is charity?	Authority, cabinet, charity, community, consequence, council, counsellor, democracy, diversity, environment, human rights, law, local government, protect, recycling, responsibility, reuse, writes, United Nations, volunteer



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	Preparing to play an active role as citizens 'Pupils should be taught: what democracy is, and about the basic institutions that support it locally and nationally.	- I know that diversity supports a community to work effectively - I understand how charities support the local community and how people can help. - I know and understand what human rights are and why they are important.		
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term 1 Economic wellbeing	Non statutory Guidance Living in the wider world L19: To learn that people's spending decisions can affect others and the environment (e.g., Fairtrade, buying single-use plastics, or giving to charity). L24: To identify the ways that money can impact on people's feelings and emotions L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes and L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L31. to identify the kind of job that they might like to do when they are older	- I know and understand that a range of things might influence our spending decisions. - I know how to create a simple budget. - I understand how situations involving money can affect our feelings. - I know that a wide range of jobs are available, and that skills and interests lead people to certain jobs. - I know what makes something good value for money, as well as other factors that affect purchasing decisions. - I know how to keep track of money and why this is important.	After establishing and setting ground rules for RSE and PSHE lessons - Is this an ethical expense? - Does my budget help me track my money? - How does money make me feel? - What do I want to be and how will I achieve this? - Can I have more than one job or career?	bank balance, budget, debit card, feeling, save, bank statement, career, expense, qualification, spend, stereotype.



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		- I know and understand ways in which we can lose money and the range of feelings associated with losing money. - I know that there are a range of influences on job choices and that these can be positive or negative. - I know and understand that people can change their job.		
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term 2 Transition	Non statutory Guidance Living in the wider world H35. about the new opportunities and responsibilities that increasing independence may bring and H36. strategies to manage transitions between classes and key stages.	- I know and can celebrate what I have achieved this year - I know what I need to do to improve - I know what targets to set myself - I know who will help me achieve these targets - I know that there will be new opportunities for me - I know that responsibility comes with opportunity	After establishing and setting ground rules for RSE and PSHE lessons - What am I good at and what have I achieved? - How can we prepare for the changes that will happen when we transition to the next year group? - What opportunities have I got to look forward to? - What responsibilities to I need to remember? - How will I cope?	Opportunity, responsibility, change, cope, strategies, targets, goals



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Essential Knowledge in the Upper Key Stage Two PSHE Curriculum – Cycle B

Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 1 Families and relationships	Caring friendships: Pupils should know - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Respectful relationships Pupils should know: - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority - the importance of self-respect and how this links to their own happiness - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - What a stereotype is, and how stereotypes can be unfair, negative, or destructive Families and people who care for me Pupils should know - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	- I know the importance of friendship on good mental health - Because I know what makes a good friend, I can set myself a friendship themed goal - I know what I must do to be able to show respect to all people. - I know the importance of earning respect and when respect might be lost. - I know that disputes are resolved through negotiation and compromise - I know that I can contact ChildLine on 0800 1111 - I know what help ChildLine can give me or my friends - I know why gender equality is important - I know and can explain how we make assumptions about people based on how they look. - I know and understand that stereotypes around race and religion can be harmful. - I know and can explain how stereotypes can affect the way people	After establishing and setting ground rules for RSE and PSHE lessons - Can we build stronger friendships? - Are we a respecting community? - Can we solve conflict? - Are families always happy? - How have attitudes towards gender and race changed over time? - Can we challenge stereotypes? - What is grief?	Friend, friendship, skills, good friend, respect, lose, earn, courtesy, attributes, proud, self-respect, religion, bullying, bystander, cyberbullying, victim, unkind, race, religion, discrimination, equality, racism, change, challenge, conflict, negotiation, compromise, grief, process, emotion

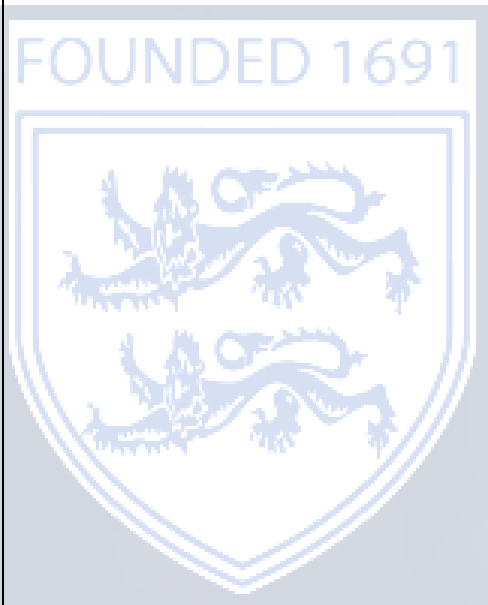


	- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Mental Wellbeing - That there is a normal range of emotions (for example, happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	are treated and can lead to discrimination - I know that stereotypes exist around, gender, race, religion, age, disabilities and use this knowledge to further develop my awareness of sexual orientation and gender reassignment. - I know that stereotypes can lead to discrimination - I know facts that can prove stereotypes are incorrect - I know why stereotypes are harmful - I know that grief is process and can understand emotions relating to grief.		
Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term 2 Health and Wellbeing	Mental Wellbeing Pupils should know - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - That mental wellbeing is a normal part of daily life, in the same way as physical health - The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough Health and Prevention Pupils should know:	- I know what causes me to stress and worry - I know and understand the importance of relaxation - I know mindfulness strategies to help me relax - I know that I can change and improve my lifestyle - I know strategies that will help me manage feelings of failure - I know what a SMART target is - I know I am responsible for my own feelings and actions - I know and can use a range of resilience strategies - I know the benefits of immunisation - I know the risks that technology can have on my physical and mental health	After establishing and setting ground rules for RSE and PSHE lessons - How does mindfulness help us manage emotions and relax? - What are my long-term goals? - Is my lifestyle healthy? - Is my use of technology impacting on my health? - Does my toolbox include resilience? - What are the benefits of immunisation?	Mindfulness, meditation, technique, relaxation, thoughts, quantity, relax, Future, skills, fail, failure, try, succeed, overcome, goal, technology, achieve, plan, destiny, choice, emotion, feeling, responsibility, resilience, World Health Organisation, Vaccine, Disease, NHS, habit



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	• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation, and vaccination Physical health and fitness Pupils should know: • The risks associated with an inactive lifestyle (including obesity). • The characteristics and mental and physical benefits of an active lifestyle Heathy Eating Pupils should know • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health) Internet and Safety Harms Pupils should know • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • Why social media, some computer games and online gaming, for example, are age restricted	• I know what to do and who can help me if I think I might be unwell. • I know some early signs of physical illness such as weight loss or unexpected changes to the body. • I know that habits can have a positive and negative impact on my health 	7. Can I identify physical health concerns? 8. Are my habits good or bad?	
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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term 1 <u>Safety and the Changing body</u>	Pupils should know: Respectful relationships - The importance of permission-seeking and giving in relationships with friends, peers, and adults Online relationships - That people sometimes behave differently online, including by pretending to be someone they are not - That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous Internet and safety harms Pupils should know: - How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted. - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private - That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health Mental wellbeing - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Basic first aid Pupils should know: - How to make a clear and efficient call to emergency services if necessary. - Concepts of basic first aid, for example dealing with common injuries, including head injuries.	- I know that not everything I read online is true - I know some ways to check that a news story is real. I know to check the source of the information - I know and understand how I should behave online, and the impact negativity can have. - I know that respect is as important online as it is offline. - I know how nasty comments can affect people - I know that I can access support from ChildLine and the BBC website when I need it. - I know how to assess a casualty's condition; I know how to calmly, comfort and reassure a casualty who is bleeding; and know how to seek medical help if required. - The signs and symptoms of someone in shock are – rapid, shallow breathing - Cold, clammy skin - Rapid, weak pulse - Dizziness or fainting - Weakness - Sweating - Restlessness - I know a sign is something you can see, and a symptom is something that the casualty can tell you they are feeling	After establishing and setting ground rules for RSE and PSHE lessons - Am I a critical digital consumer? - Why do people pretend to be someone they are not online? - Can I administer first aid to someone who is bleeding? - Can I offer basic life support? Year 5 only What do we know about growing up? What is Menstruation? What other changes happen during puberty? Year 6 only How will puberty affect me and others? What is conception? How do babies develop?	alcohol, attraction, bladder, breasts, cervix, clitoris, conception, cyberbullying, decision, egg or ova, ejaculation, erection, fallopian tube, fertilisation, friend, genitals, influence, Internet trolling, labia, menstruation, period, nipples, ovary, ovaries, penis, pregnant, private, puberty, pubic hair, scrotum, Internet trolling, bullying, cyber bullying, negative, anonymous, identity, respect, arteries, red blood cells, heart, reassuring, severe, circulating, minor, white blood cells, veins, infection, positioning, bandaging, shock, safety, oxygen,



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	Non-Statutory Guidance Education for a Connected World <u>Privacy and security</u> • I can describe effective ways people can manage passwords (e.g., storing them securely or saving them in the browser). • I can explain what to do if a password is shared, lost, or stolen. • I can describe how and why people should keep their software and apps up to date, e.g., auto updates. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. • I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g., scams, phishing). • I know that online services have terms and conditions that govern their use. • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair, or perhaps even legal.	• I know how to conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position. • I know when it is necessary for CPR to be given. Y5 only • I know and can accurately name all the relevant parts of the body. • I understand the changes my own gender will go through during puberty. • List the range of changes they will go through during puberty. Y6 only • I know and understand the changes that take place during puberty. • I know and understand the menstrual cycle and that a male and a female are needed to conceive a baby. • I know and understand that a baby changes in the womb and some of the baby's requirements during the first months of life.		
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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Spring Term 2 Citizenship	Preparing to play an active role as citizens 'Pupils should be taught: g. what democracy is, and about the basic institutions that support it locally and nationally;' Learning opportunities in Living in the Wider World 'Pupils learn L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others' L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices)' L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities'	- Understand the role of pressure groups. - To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. - To know that our food choices can affect the environment. These relate to people wanting food that is not in season, the use of greenhouses to produce food, people wanting food that is not grown in their country or local area and how food is transported. - To know and understand the value of diversity in society, including significant individuals. – Malala Yousafzai - I can describe the contribution people with protected characteristics bring to society. - Understand some environmental issues relating to food and food production. - Understand the importance of caring for others and that we all have a responsibility to care for things and people around us. Year 5 only	After establishing and setting ground rules for RSE and PSHE lessons - How can people bring about change? - Who do we look up to? What have people with protected characteristics contributed to society? - How does our food impact on the environment? - What do we care about in our day to day lives? - What do we value most about education? Year 5 – What responsibilities do we have to do with freedom of expression? Year 6 – Who is Malala Yousafzai and why is she significant? - How can we influence what	Authority, Conflict, Defendant, Earn, Environment, Expectation, Freedom of expression, Government, Grief, Grieving, House of Commons, Human rights, Judge, Jury, Member of Parliament (MP), Parliament, Pressure group, Prime Minister, Protected characteristics, Resolve, Respect, Stereotype, Trial, pressure group, change, charity, campaign, celebrities, role model, achievements, equality act, food miles, seasonality, issue, cause, concern



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		• Understand what rights are and that freedom of expression is one of these rights. • Understand the basics of how parliament works including the parts of parliament. • I know that parliament is made up of the House of Commons, the House of Lords, and the Monarch. • I know that parliament is where MPs debate issues, propose laws, amend existing laws, and challenge the government's work Year 6 only • Understand that education is a human right and why education is important. • Understand the roles and responsibilities of people in government Y6: To know that education is an important human right. • I know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.	happens in Parliament? Year 5 – How does Parliament work? Year 6 – What would you do if you were a minister in the government?	
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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term 1 Economic Wellbeing	Living in the wider world Pupils should be taught: - L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' - L22. about risks associated with money (e.g., money can be won, lost, or stolen) and ways of keeping money safe - L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing, and future aspiration - L24. to identify the ways that money can impact on people's feelings and emotions - L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them	- To know and understand that there can be a range of feelings related to money and the desire to spend and save. - To know and understand their responsibilities in keeping money safe in the bank. - To know and understand that stereotypes can exist in the workplace and how these can affect people. - I know that stereotypes should not affect people's career aspirations - To know and understand what gambling is and some risks associated with it - To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money Year 5 only - Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs. Year 6 only - Understand that there are different routes into careers.	After establishing and setting ground rules for RSE and PSHE lessons - How can attitudes to money change? - Is my money always safe in a bank? - What can be done about stereotypes at work? - What might influence people to gamble? Year 5 - What jobs might we want to do and Year 6 – How might people's career change?	Discrimination Expenditure Gambling Giving back Growth mindset Income Interest PIN Qualities Responsibility Repayment Skill Spend Save Attitude Influence Password Stereotype Assumption



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Term	Contribution to statutory RSE and Health Education	Substantive Knowledge	Learning Questions	Key Vocabulary
Summer Term 2 Identity – Year 6 Only	Living in the wider world Pupils should be taught - H25 about personal identity; what contributes to who we are (e.g., ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) - L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	- To know that identity is the way we see ourselves and how other people see us. - To know that people may see us differently as to how we see ourselves. - To know that images can be manipulated and are not realistic. - I know that seeing unrealistic images all the time might be harmful - I know how I might challenge how other people see me	After establishing and setting ground rules for RSE and PSHE lessons - What is identity - How and why might individuals manipulate images?	Change Identity Images Manipulation Media Identity Respect Assertive
Summer Term 2 Transition	Living in the wider world: Pupils should be taught - L30. about some of the skills that will help them in their future careers e.g., teamwork, communication, and negotiation. - L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes - H35. about the new opportunities and responsibilities that increasing independence may bring - H36. strategies to manage transitions between classes and key stages.	Year 5 - I know and understand the skills needed to take on roles in school - I know and I can explain the skills I have and those I need to develop Year 6 - I know and I understand that change can bring opportunity but also worry - I know and I can explain some ways I can deal with change - I know and I can explain some strategies I can use if I feel stressed or anxious	After establishing and setting ground rules for RSE and PSHE lessons - What skills might we need to take on roles? (Y5) - What skills do we already have? (Y5) - What skills do we need to develop? (Y5) - What changes have we experienced so far? (Y6) - How can we deal with changes that come with starting Secondary school? (Y6) - How can we cope with new a challenging situation? - Who can help us?	Skill Responsibility Role achievement



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