



Wrockwardine Wood CE Junior School

PSHEE and RSHE Progression Map

Wrockwardine Wood CE Junior School Big Questions to Ponder Overview

	Being Me in My World	Dreams and Goals	Celebrating Difference	Healthy Me	Relationships	Changing Me
Year 3	<ul style="list-style-type: none"> • What makes our world special? • Do we need rules? • Who is my neighbour? 	<ul style="list-style-type: none"> • Why should we be grateful? • What is good news? • What is more important: happiness or success? 	<ul style="list-style-type: none"> • What is a friend? • What makes me me? • What would the world look like if we were all the same? 	<ul style="list-style-type: none"> • Why am I precious? • What makes a person special? • Can doing something bad ever be the right thing to do? 	<ul style="list-style-type: none"> • Is it good to have friends? • What is love? • Would the world be a better place without the internet? 	<ul style="list-style-type: none"> • Who am I? • What makes us human? • Would the world be fairer if we all did the same?
Year 4	<ul style="list-style-type: none"> • What makes me special? • Are adults or children more important? • Is winning or taking part more important? Why? 	<ul style="list-style-type: none"> • What do we need to help us achieve our goals? • What does equality mean to you? • Why is it important to have dreams and goals? 	<ul style="list-style-type: none"> • What is courage? • How can we build each other up? • Why do we have feelings and emotions? 	<ul style="list-style-type: none"> • What does it mean to belong? • What's the healthiest thing we can do for ourselves? • Are we destroying our world? 	<ul style="list-style-type: none"> • What makes us human? • What is love? • What is friendship? 	<ul style="list-style-type: none"> • Can one person change the world? • Are changes good or bad? • What would you change in the world?

Year 5	<ul style="list-style-type: none"> • What would the world look like if people didn't have rights? • What would the world be like if no one worked together? • What would happen if there were no consequences for actions? 	<ul style="list-style-type: none"> • Are some jobs more important than others? • What would the world be like if we all had the same dreams and goals? • What does it mean if someone is successful? What does that look like? 	<ul style="list-style-type: none"> • What would the world look like if we all behaved <u>exactly the same</u>? • What would the world look like if no one stood up for what they believe in? • Should help only be given to those that you think are worthy of help? 	<ul style="list-style-type: none"> • What would the world be like if there was no one to help in an emergency? • What is important to remember when it comes to body image? 	<ul style="list-style-type: none"> • What might the world be like if we spent more time using positive adjectives to describe others? • Does making a mistake mean someone is bad? • Does having an argument mean that a relationship is unhealthy? 	<ul style="list-style-type: none"> • What makes me special? • Is change necessary? • What do I want my future to look like?
Year 6	<ul style="list-style-type: none"> • Does everyone need a goal? 	<ul style="list-style-type: none"> • Is strength always a good thing? 	<ul style="list-style-type: none"> • What is normal? 	<ul style="list-style-type: none"> • Why are <u>humans</u> worth looking after? 	<ul style="list-style-type: none"> • What does the perfect family look like? 	<ul style="list-style-type: none"> • What we're like on the
	<ul style="list-style-type: none"> • What would happen if we didn't have rules? • What do we need <u>in order to</u> learn? 	<ul style="list-style-type: none"> • How does empathy help to support fairness? 	<ul style="list-style-type: none"> • Why do some people feel like '<u>outsiders</u>'? • Is freedom of speech <u>always</u> okay? 	<ul style="list-style-type: none"> • Why do some people hold power over other <u>people</u> and can this ever have a good outcome? • Can stress ever help you to achieve a life goal? 	<ul style="list-style-type: none"> • What does <u>consent</u> Mean? • What's the difference between a friend and a good friend? 	<p>outside is more important than the inside...</p> <ul style="list-style-type: none"> • Physical attraction is the most important thing in a relationship. Do you agree? • Is all change negative?

Key

Universal language

CSE coverage

PROTECT Curriculum (CSE) 2025

British Values

New RSHE guidance 2025

Being Me in My World				
British Values <ul style="list-style-type: none"> • Individual Liberty • Mutual Respect and tolerance • Democracy • Rule of Law 				
Strongest RSHE 2025 Relationships contributions	CF 2 – Importance of friendships, not excluding others. CF 3 – Feeling lonely is normal and not shameful. RKR 1 – Paying attention to other people's feelings and treating them with sensitivity. RKR 2 – How their behaviour affects other people. RKR 4 – Difference between assertive and controlling (enhanced 2026).	RKR 5 – Expecting to be treated with respect by others and treating others with respect. RKR 6 – Practical steps to improve or support relationships RKR 7 – Conventions of courtesy and manners (new explicit teaching 2026). RKR 8 – Self-respect and its link to happiness.	BS 1 – Appropriate boundaries in friendships BS 4 – How to respond safely to adults. BS 6 – How to recognise and report unsafe feelings. BS 7 – Where to get advice.	
Strongest RSHE 2025 Health contributions	GW 1 – How to help others in an emergency. GW 3 – Range and scale of emotions; worrying and feeling down are normal.	GW 4 – Vocabulary to describe feelings to others and how to judge appropriate/proportionate responses. GW 5 – Benefits of community participation, volunteering.	GW 6 – Loneliness can affect children and how to address it (enhanced 2026). GW 9 – Where and how to seek support, including who in school to speak to. PS 1 – Identifying hazards and risks (contributing, Ages 10–11).	
	Year 3	Year 4	Year 5	Year 6
Being Me in My World	In this unit, children reflect on their worth and achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to	In this unit, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in	In this unit, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore	In this unit, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued.

	<p>worries and fears and think about what helps a school feel safe and supportive.</p> <p>Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion.</p> <p>By the end of the unit, children recognise how their actions impact others, consider different viewpoints, and take responsibility for following the whole-school Learning Charter.</p>	<p>school and how to contribute to their community.</p> <p>Children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy.</p> <p>By the end of the unit, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.</p>	<p>leadership, motivation and how to approach challenges positively.</p> <p>Children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others.</p> <p>Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice.</p> <p>By the end of the unit, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.</p>	<p>Children explore what it means to be a global citizen, comparing wants and needs, learning about children’s rights, and considering how their choices affect people locally and worldwide.</p> <p>Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour.</p> <p>By the end of the unit, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.</p>
<p>Taught knowledge – key objectives in bold</p> <p>British Values</p> <p>CSE</p>	<ul style="list-style-type: none"> • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others’ feelings • Know that others may hold different views • Know our rights and responsibilities (UNCRC) • Understand that they are important 	<ul style="list-style-type: none"> • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community • Know our rights and responsibilities (UNCRC) 	<ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know our rights and responsibilities (UNCRC) • Know how to face new challenges positively 	<ul style="list-style-type: none"> • Know about children’s universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Know our rights and responsibilities (UNCRC) • Know how to set goals for the year ahead

	<ul style="list-style-type: none"> • Know what a personal goal is • Understanding what a challenge is 	<ul style="list-style-type: none"> • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know that their own actions affect themselves and others 	<ul style="list-style-type: none"> • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this 	<ul style="list-style-type: none"> • Understand what fears and worries are • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process
Social and emotional skills – key objectives in bold	<ul style="list-style-type: none"> • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Know how to regulate my emotions • Can make others feel cared for and welcome • Recognise the feelings of being motivated or unmotivated • Can make others feel valued and included • Be able to help friends make positive choices 	<ul style="list-style-type: none"> • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Be able to identify what they value most about school • Identify hopes for the school year • Be able to help friends make positive choices • Know how to regulate my emotions 	<ul style="list-style-type: none"> • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role-model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions • Be able to make others feel welcomed and valued
Vocabulary	Welcome, Valued, Achievements, Pleased, Personal Goal,	Included, Excluded, Role, Job Description, School Community,	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective	Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education,

	Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong	Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)		Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision
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Celebrating Difference

British Values

- Individual Liberty
- Mutual Respect and tolerance
- Democracy
- Rule of Law

Strongest RSHE 2025 Relationships contributions	<p>FPCM 2 – Characteristics of healthy family life, including that families may look different.</p> <p>FPCM 3 – Others' families, either in school or wider world, sometimes look different and should be respected.</p> <p>FPCFM 5 – Marriage and civil partnerships represent a formal and legally recognised commitment</p> <p>CF 2 – Importance of not excluding others, making new friends.</p>	<p>CF 5 – That healthy friendships are positive and welcoming.</p> <p>CF 7 – Recognising when a friendship is making them feel unhappy and how to get support</p> <p>RKR 2 – How their behaviour affects other people</p> <p>RKR 5 – Expecting to be treated with respect and treating others with respect, including those who are different.</p>	<p>RKR 9 – Different types of bullying (including cyberbullying), impact of bullying, responsibility of bystanders, and how to get help.</p> <p>RKR 10 – Understanding and challenging stereotypes.</p> <p>RKR 11 – How to seek help when concerned about violence or harm.</p> <p>OSA 1 – Same principles apply online as face-to-face, including respect and avoiding pressure.</p>	
Strongest RSHE 2025 Health contributions	<p>GW 3 – Range and scale of emotions.</p> <p>GW 4 – Vocabulary to describe feelings.</p>	<p>GW 7 – Bullying has a negative and often lasting impact on mental wellbeing.</p> <p>GW 9 – Where and how to seek support.</p>	<p>WO 1 – Strategies for managing screen time and recognising signs of too much.</p> <p>WO2 – What age restrictions/ratings mean; minimum age for social media.</p> <p>WO 8 - Impact of spending too much time online on mental health and wellbeing.</p>	
	Year 3	Year 4	Year 5	Year 6
Celebrating Difference:	In this unit, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying (active bystander) and how their actions and words may help or harm others.	In this unit, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements. They develop a deeper understanding of bullying, including the roles of active bystanders and witnesses, and practice how to seek help and	In this unit, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying. Children practise problem-solving, managing feelings and supporting	In this unit, children explore what “normal” can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect. Children learn about power imbalances, why bullying might happen, and how to manage feelings

	<p>Children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings.</p>	<p>solve problems safely. Protected characteristics are introduced including age, disability, race and sex.</p> <p>Children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another.</p>	<p>others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities.</p> <p>Throughout the unit, children celebrate diversity and fairness across the world.</p>	<p>and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement.</p> <p>Throughout this unit, children celebrate diversity, empathy and inclusion.</p>
<p>Taught knowledge – key objectives in bold</p> <ul style="list-style-type: none"> Family diversity <p>PROTECT: Feelings of safety and belonging</p> <p>British Values</p> <p>CSE</p>	<ul style="list-style-type: none"> Know that everyone is unique Know why families are important and recognize and respect different types of families Know that conflict is a normal part of relationships Know that violence is never acceptable to solve a conflict Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do (active bystander) Know that some words are used in hurtful ways and that this can have consequences 	<ul style="list-style-type: none"> Know the meaning and benefits of living in a community Know that violence is never acceptable to solve a conflict Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone: link to bystanders / active bystanders. Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation 	<ul style="list-style-type: none"> To understand what discrimination is and know the different types of discrimination To understand that everyone has the right to be treated fairly Know external forms of support in regard to bullying e.g. Childline Know that violence is never acceptable to solve a conflict Know that bullying can be direct and indirect Know what racism is and why it is unacceptable Know what culture means Know that differences in culture can sometimes be a source of conflict 	<ul style="list-style-type: none"> Recognise different acts of discrimination Understand assertiveness Understand the effects of prejudice and discrimination and what this can look like Know how prejudice and discrimination fuels Know my values and those of others Have the confidence to challenge stereotypes Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation

	<ul style="list-style-type: none"> • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this 	<ul style="list-style-type: none"> • Know what to do if they think bullying is or might be taking place (active bystander) • Know that first impressions can change 	<ul style="list-style-type: none"> • Know that rumour-spreading is a form of bullying online and offline • Know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> • Know that violence is never acceptable to solve a conflict • Know that there are different perceptions of 'being normal' and where these might come from • Know that difference can be a source of celebration as well as conflict • Know what prejudice means • Know what inclusion / exclusion look like and how to be inclusive • Know that being different could affect someone's life • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives
<p>Social and emotional skills – key objectives in bold</p>	<ul style="list-style-type: none"> • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary 	<ul style="list-style-type: none"> • Be comfortable with the way they look • Try to accept people for who they are • Be non-judgemental about others who are different • Identify influences that have made them think or feel 	<ul style="list-style-type: none"> • Appreciate the value of happiness regardless of material wealth • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds 	<ul style="list-style-type: none"> • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship

	<ul style="list-style-type: none"> • Be able to show appreciation for their families, parents and carers • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment 	<p>positively/negatively about a situation</p> <ul style="list-style-type: none"> • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Identify when a first impression they had was right or wrong 	<ul style="list-style-type: none"> • Develop respect for cultures different from their own • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied 	<ul style="list-style-type: none"> • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Appreciate people for who they are • Show empathy
Vocabulary	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Active Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment, Violence	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Active Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed, Violence, Community	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation, Bystander, Active Bystander, Violence, Discrimination	Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Bystander, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights, Violence, Prejudice

Dreams and Goals

British Values

- **Individual Liberty**
- **Democracy**
- **Rule of Law**

Strongest RSHE 2025 Relationships contributions	<p>CF 1 – How important friendships are in making us feel happy and secure; characteristics of friendships.</p> <p>CF 4 – That healthy friendships make people feel included, valued and respected.</p>	<p>CF 6 – How to resolve disputes and reconcile differences.</p> <p>RKR 1 – Paying attention to other people's feelings and treating them with sensitivity.</p>	<p>RKR 5 – Expecting to be treated with respect; respecting those who are different.</p> <p>RKR 8 – Self-respect and its link to happiness.</p>	
Strongest RSHE 2025 Health contributions	<p>GW 1 – Helping others in need (contributing, via fundraising and enterprise content).</p> <p>GW 2 - Helping other people with their mental health.</p>	<p>GW 3 – Range and scale of emotions including those around success and disappointment.</p> <p>GW 4 – Vocabulary to describe feelings to others. -</p>	<p>GW 5 – Benefits of community participation.</p> <p>WO 10 - How online content can be targeted at users and designed to attract attention.</p>	
	Year 3	Year 4	Year 5	Year 6
Dreams and Goals	<p>In this unit, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem. Children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed.</p>	<p>In this unit, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward.</p> <p>Children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed.</p>	<p>In this unit, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time.</p> <p>Children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action.</p>	<p>In this unit, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how these affect people's lives.</p> <p>Children work collaboratively to plan fundraising and awareness projects, developing empathy, leadership and teamwork while learning how to make a positive difference in the world.</p>
Taught knowledge – key objectives in bold	<ul style="list-style-type: none"> • Benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness 	<ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if they have been disappointed 	<ul style="list-style-type: none"> • Benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness 	<ul style="list-style-type: none"> • Benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness

<p>British Values</p>	<ul style="list-style-type: none"> • Simple self-care techniques including rest, time with friends and family, hobbies, interests and community participation • Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles and challenges • Know what dreams and ambitions are important to them • Contributing to the community • Know about specific people who have overcome difficult challenges to achieve success • Know how they can best overcome learning challenges • Know what their own strengths are as a learner 	<ul style="list-style-type: none"> • Know how to work as part of a successful group • Know how to share in the success of a group • Know that hopes and dreams don't always come true • Know what their own hopes and dreams are • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to work out the steps they need to take to achieve a goal 	<ul style="list-style-type: none"> • Simple self-care techniques including rest, time with friends and family, hobbies, interests and community participation • Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • The importance of spending, saving and the value of money • Future dreams • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad 	<ul style="list-style-type: none"> • Simple self-care techniques including rest, time with friends and family, hobbies, interests and community participation • Know their own learning strengths • Know what their classmates like and admire about them • Know a variety of problems that the world is facing • Know some ways in which they could work with others to make the world a better place • Know what the learning steps are they need to take to achieve their goal • Know how to set realistic and challenging goals
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	<ul style="list-style-type: none"> Know how to evaluate their own learning progress and identify how it can be better next time 			
Social and emotional skills – key objectives in bold	<ul style="list-style-type: none"> Can break down a goal into small steps Can manage feelings of frustration linked to facing obstacles Imagine how it will feel when they achieve their dream/ambition Recognise other people’s achievements in overcoming difficulties Recognise how other people can help them to achieve their goals Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> Have a positive attitude Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is Can identify a time when they have felt disappointed Can talk about their hopes and dreams and the feelings associated with these Help others to cope with disappointment Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others Appreciate the opportunities learning and education can give them 	<ul style="list-style-type: none"> Understand why it is important to stretch the boundaries of their current learning Be able to give praise and compliments to other people when they recognise that person’s achievements Empathise with people who are suffering or living in difficult situations Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
Vocabulary	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated,	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences,	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication,	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy,

	Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Support, Rallying, Team Work, Co-operation, Difference	Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition
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Healthy Me			
British Values		Cross-curricular links	
<ul style="list-style-type: none"> Individual Liberty Mutual Respect and tolerance Rule of Law 		PE Science: animals including humans, living things and their habitats Year 6: STAR project / St Giles project	
Strongest RSHE 2025 Relationships contributions	CF 1 – Characteristics of healthy friendships (friendship groups, roles)	RKR 1 – Paying attention to others' feelings. RKR 8 – Self-respect and its link to happiness (body image, self-esteem content).	BS 6 – How to recognise and report feelings of being unsafe. BS 7 – Where to get advice
Strongest RSHE 2025 Health contributions	GW 1 – How to help others in an emergency. GW 2 – Helping other people with their mental health. GW 3 – Range of emotions. GW 5 – Benefits of physical exercise, time outdoors, community participation. GW 6 – Isolation and loneliness can affect children. GW 9 – Where and how to seek support. GW 10 – Common for people to experience mental ill health. WO 3 – Risks from people online who use technology to bully, manipulate, groom or abuse.	WO 4 – How to recognise harmful content including AI-generated content. WO 7 - How to report concerns about content or contact online. PHF 1 – Importance of building regular physical activity into daily and weekly routines. PHF 2 – Risks associated with an inactive lifestyle. PHF 3 – How and when to seek support for physical activity. PHF 4 – Types of physical activity including those accessible to all. HE 1 – What constitutes a balanced diet. HE 2 – Making healthier choices about food and drinks. HE 3 – Range of factors that influence dietary habits.	HPP 1 – How to look after and take responsibility for personal hygiene. HPP 2 – Importance of staying safe in the sun. HPP 3 – Importance of sleep and good sleep hygiene. HPP 4 – About dental health and importance of dental hygiene. HPP 5 – How common illnesses are spread and can be treated. HPP 6 – About immunisation and vaccination. PS 1 – Identifying hazards and risks to personal safety, including online. PS 2 – Road, water, fire, rail safety including Safety STAR framework. BFA 1 – Basic first aid concepts and basic treatment of common injuries. BFA 2 – How to make a call to emergency services.

		<p>HE 4 – Understand importance of not feeling shame about food or eating habits.</p> <p>DATV 1 – Facts about legal and illegal harmful substances including tobacco, vaping, nicotine pouches, alcohol and drugs.</p>		
	Year 3	Year 4	Year 5	Year 6
<p>Healthy Me:</p>	<p>In this unit, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel.</p> <p>Children learn about ways to keep themselves safe - especially around water, roads and railways- recognising risk and who to contact in emergencies and how to do this . They practise identifying safe and unsafe situations - especially around water, roads and railways -managing worried feelings and taking responsibility for their own safety and the safety of others.</p>	<p>In this unit, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways.</p> <p>Children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations.</p>	<p>In this unit, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help.</p> <p>Children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle.</p>	<p>In this unit, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life’s challenges.</p> <p>Children learn about exploitation and how pressure can affect decisions. Children learn how to seek help and they explore emotional and mental health, recognise signs of stress and practise strategies for managing pressure.</p>
<p>Taught knowledge – key objectives in bold</p> <ul style="list-style-type: none"> • Mental and physical health • Teeth cleaning 	<ul style="list-style-type: none"> • Know that worrying and feeling down are normal, effect everyone at different times and are not in themselves a sign of a mental health condition • Know when something feels safe or unsafe 	<ul style="list-style-type: none"> • Know that worrying and feeling down are normal, effect everyone at different times and are not in themselves a sign of a mental health condition • Know ways to resist when people are putting pressure on them – including peer pressure and peer influences 	<ul style="list-style-type: none"> • Understand mental health: anxiety, self-esteem, coping with worries • Know how to stay safe around water, roads and railways including level crossings and the water safety code • Know basic emergency procedures, including the recovery position 	<ul style="list-style-type: none"> • Mental health: loneliness, loss, self-harm – signposting help, NOT PROMOTING • Understanding of body image and peer pressure • Understand the consequences of inappropriate sharing online

<p>British Values</p> <p>CSE</p>	<ul style="list-style-type: none"> • Know a range of strategies to keep themselves safe – online and offline • Know who to go to when asking for help • How to report concerns about something seen online or experienced in real life • Know when something feels safe or unsafe • How to report feeling bad about an adult because they have made us feel unsafe • Know that there are things, places and people that can be dangerous • Know how to make healthy and safe choices when outdoors • Understand hazards (including fire risks) that may cause harm, injury or risk and ways to reduce those risks • Know how to stay safe around water, roads and railways including level crossings and the water safety code • Know the basics of emergency first aid 	<ul style="list-style-type: none"> • Recognise and celebrate inner strength • Know that there are leaders and followers in groups • Know the facts about smoking and vaping and its effects on health • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people start to smoke and vape • Know some of the reasons some people drink alcohol • Know what they think is right and wrong • Understand hazards (including fire risks) that may cause harm, injury or risk and ways to reduce those risks • Know how to stay safe around water, roads and railways including level crossings and the water safety code • Know the basics of emergency first aid • Know how to make a clear and efficient call to the emergency services including knowing the 	<ul style="list-style-type: none"> • Know how to get help in emergency situations • Know how to make a clear and efficient call to the emergency services including knowing the importance of reporting incidents rather than filming them • Understand hazards (including fire risks) that may cause harm, injury or risk and ways to reduce those risks • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure • Know the health risks of smoking, nicotine and vaping • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know what makes a healthy lifestyle 	<ul style="list-style-type: none"> • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve including county lines and gang culture • Know how to take responsibility for their own health • Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Know and understand the importance of good quality sleep for health, the amount of sleep recommended for their age and practical steps for improving sleep, such as no screens in the bedroom • Understand the impact of poor sleep on weight, mood and the ability to learn • Know the facts and scientific evidence relating to vaccination and immunization – aligned with when vaccinations are offered to pupils • Know about different types of drugs and their uses
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	<ul style="list-style-type: none"> • Know how to make a clear and efficient call to the emergency services including knowing the importance of reporting incidents rather than filming them • Know how exercise, healthy eating and sleep affects their bodies and mental health • Understand the importance of keeping good personal hygiene • Know the benefits of dental health and good oral hygiene – brushing twice a day with fluoride toothpaste, cleaning between teeth, regular check ups at the dentist • Know that there are different types of drugs • Understand food labelling and know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know and understand how to make healthy food swaps and alternatives • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health 	<p>importance of reporting incidents rather than filming them</p> <ul style="list-style-type: none"> • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that they can take on different roles according to the situation • Know some of the reasons some people start to smoke and vape • Know some of the reasons some people drink alcohol 		<ul style="list-style-type: none"> • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know how to stay safe around water, roads and railways including level crossings and the water safety code • Know basic first aid • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse
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	<ul style="list-style-type: none"> • Know why their hearts and lungs are such important organs • Know that their bodies are complex and need taking care of 			
<p>Social and emotional skills – key objectives in bold</p>	<ul style="list-style-type: none"> • Respect their own bodies and appreciate what they do • Can take responsibility for keeping themselves and others safe • Identify how they feel about drugs • Can express how being anxious or scared feels • Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice 	<ul style="list-style-type: none"> • Can identify the feelings that they have about their friends and different friendship groups • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know-how to be assertive • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with 	<ul style="list-style-type: none"> • Respect and value their own bodies • Can reflect on their own body image and know how important it is that this is positive • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Accept and respect themselves for who they are • Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Suggest strategies someone could use to avoid being pressured • Can use different strategies to manage stress and pressure • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Recognise that people have different attitudes towards mental health/illness

Vocabulary	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure
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Relationships

British Values

- Individual Liberty
- Mutual Respect and tolerance
- Rule of Law

Signposting

Childline:
0800 1111
www.childline.org.uk

The Hideout:
www.thehideout.org.uk

NSPCC (for adults):
0808 800 5000
www.nspcc.org.uk

<p>Strongest RSHE 2025 Relationships contributions</p>	<p>FPCM 1 – Importance of loving, stable families for security, stability and love.</p> <p>FPCM 2 – Characteristics of healthy family life; families may look different.</p> <p>FPCM 3 – Others' families should be respected.</p> <p>FPCM 4 – People who are not part of family who support children (trusted adults).</p>	<p>FPCM 5 – Importance of stable, caring relationships in people's lives (marriage, civil partnership).</p> <p>FPCM 6 – How to recognise if family relationships are making them unhappy or unsafe, and how to seek help.</p> <p>CF 1–7 – All caring friendships requirements: characteristics, inclusivity, feeling lonely is normal, healthy friendships are welcoming, ups and downs, resolving disputes, recognising unhappy friendships.</p> <p>RKR 1–11 – Full range of respectful kind relationships requirements.</p>	<p>OSA 1 – Same principles apply online as face-to-face.</p> <p>OSA 2 – Rules and principles for keeping safe online</p> <p>OSA 3 – Minimum age for social media (currently 13).</p> <p>OSA 4 – Importance of caution about sharing information online; privacy and location settings.</p> <p>OSA 5 – How information and data is shared and used online.</p> <p>OSA 6 – Internet contains inappropriate content; where to go for advice.</p> <p>BS 1–7 – Full range of being safe requirements.</p>
<p>Strongest RSHE 2025 Health contributions</p>	<p>GW 3 – Range of emotions.</p> <p>GW 6 – Isolation and loneliness.</p> <p>GW 8 – Change, loss and bereavement can affect wellbeing.</p> <p>GW 9 – Where and how to seek support</p> <p>WO 1 – Strategies for managing screen time and recognising signs of too much.</p>	<p>WO 2 – What age restrictions/ratings mean; minimum age for social media.</p> <p>WO 3 – Risks from people online who use technology to bully, manipulate, groom or abuse.</p> <p>WO 4 – How to recognise harmful content including AI-generated content.</p> <p>WO 5 – Difference between real and online-only friendships.</p> <p>WO 6 – How to critically consider online friendships and sources of information.</p>	<p>WO 7 – How to report concerns about content or contact online.</p> <p>WO 8 – Impact of spending too much time online on mental health and wellbeing.</p> <p>WO 9 – Why social media and messaging are not suitable for all ages.</p> <p>WO 10 – How online content can be targeted at users and designed to attract attention.</p> <p>WO 11 – How to respond if online experience is worrying.</p> <p>PHF 4 – How to seek from adults if concerned about their health</p>

	Year 3	Year 4	Year 5	Year 6
	<p>In this unit, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms.</p> <p>Children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.</p>	<p>In this unit, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change.</p> <p>Children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.</p>	<p>In this unit children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities.</p> <p>Children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn how to balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.</p>	<p>In this unit, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions.</p> <p>Children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • Healthy and unhealthy relationships • Touch: appropriate and inappropriate • Respectful relationships: online and offline • Violence • Consent <p>PROTECT: Consent and Control</p> <p>PROTECT: Grooming</p>	<ul style="list-style-type: none"> • Understand the importance of personal space, boundaries and consent and how these might differ for different people or in different relationships (physical contact, privacy). – identify trusted adults • Know that it is okay to say 'NO' and to develop some strategies to do this. • Begin to understand that people can sometimes be exploited and manipulated to make choices they would not have otherwise made 	<ul style="list-style-type: none"> • Know the importance of setting and respecting boundaries in relationships with friends, family, peers and adults (including online) • Know some reasons why online relationships are unlikely to be a good substitute for high-quality, in-person relationships. • Know the pros and cons of different ways of using online connection. • Know how to seek support with relationships if feeling lonely or excluded. 	<ul style="list-style-type: none"> • Know the importance of setting and respecting boundaries in relationships with friends, family, peers and adults (including online) • Know how online relationships can compliment and support meaningful in-person relationships but also how they may be in tension • Know some reasons why online relationships are unlikely to be a good substitute for high-quality, in-person relationships • Know the pros and cons of different ways of using online connection • Know the difference between being assertive and being controlling; being kind to other 	<ul style="list-style-type: none"> • Understand the legal definitions of sex/gender: the difference between biological sex and gender identity, including AI risks and social pressures • Know that gender reassignment is protected by the law. • Understand that not all people share the same beliefs about gender identity. • To know that grooming can happen to any child, whatever their age or gender

<p>PROTECT: Feelings of safety and Belonging</p> <p>British Values</p> <p>CSE</p>	<ul style="list-style-type: none"> • Begin to understand the meaning of the term 'grooming' and that it can happen online and offline • Know the skills for developing caring, kind friendships • Know what sorts of boundaries are appropriate in friendships with peers and others (including online) • Know it is okay to seek support if friendships or relationships are making them feel uncomfortable or unhappy. • Understand how to manage conflict and that resorting to violence is never right • Understand how to pay attention to the needs and preferences of others, including in families and friendships • Understand how we balance the needs and wishes of different people and how this can be complicated • Know some strategies for keeping themselves safe online - Recognize hurtful 	<ul style="list-style-type: none"> • Understand bullying and peer pressure • Understand stereotypes: gender and roles • Know the features of positive, healthy relationships. • Begin to know the difference between a friendship and a boyfriend / girlfriend relationship • Know that people can be sometimes exploited and manipulated to make choices they would not have otherwise made. • To understand the meaning of the term 'grooming' and that it can happen online and offline • Recognise hurtful or negative behaviours online and offline and feel able to seek help. • Understand what inappropriate contact looks like online • Understand the importance of managing screen time • Know the risks relating to online gaming, video game 	<p>people v neglecting your own needs</p> <ul style="list-style-type: none"> • Revision of consent • Understand how to pay attention to the needs and preferences of others, including in families and friendships. • Understand how we balance the needs and wishes of different people and how this can be complicated. • Understand how different families look and what different relationships can look like • Know online risks: any material that is provided online might be circulated, and once it is, there is no way of deleting it or no control over where it ends up • Know digital rights • Understand privacy and location settings and how they protect information online • Know the risks relating to online gaming: gaming addiction, hoaxes, privacy, loot boxes, data • Understand what assertive and controlling behaviour looks like (online and offline) • Know the minimum age for joining social media sites (currently 13) and that this 	<ul style="list-style-type: none"> • To understand that a range of tactics can be used to groom and exploit someone • To know that grooming can take place over a long or short period of time • Compare the features of healthy and unhealthy relationships • Know how online relationships can compliment and support meaningful in-person relationships but also how they may be in tension • Know some reasons why online relationships are unlikely to be a good substitute for high-quality, in-person relationships • Know the pros and cons of different ways of using online connection • Understand how to pay attention to the needs and preferences of others, including in families and friendships • Understand how we balance the needs and wishes of different people and how this can be complicated
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	<p>behaviour: online and offline and know who to go to for help</p> <ul style="list-style-type: none"> • Understand the importance of not sharing personal information online • Understand the importance of privacy and location settings to protect information online • Know the minimum age for joining social media sites (currently 13) and that this protects them from inappropriate content or unsafe contact with other social media users, who may be strangers • Know the risks relating to online gaming: scams / fake and misleading information • Know that media can influence how I feel and what I think about different things. • Know that they and all children have rights (UNCRC) • Know that different family members carry out different roles or have different responsibilities 	<p>monetisation, scams, fraud and other financial harms</p> <ul style="list-style-type: none"> • Know that gaming can become addictive • Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe • Know some reasons why people feel jealousy • Know that grief and loss are a normal part of relationships • Know that negative feelings are a normal part of grief and loss and understand strategies to help them through loss and grief • Know that memories can support us when we lose a special person or animal • Know that jealousy can be damaging to relationships 	<p>protects them from inappropriate content or unsafe contact with other social media users, who may be strangers, including other children and adults</p> <ul style="list-style-type: none"> • Understand what assertive and controlling behaviour looks like • Begin to understand that grooming can happen to any child, whatever their age or gender • To begin to understand that a range of tactics can be used to groom and exploit someone. • To begin to understand that grooming can take place over a long or short period of time. • To understand what peer pressure is and how they can respond to it. • Know that there are rights and responsibilities in an online community or social network • Know how to stay safe when using technology to communicate with friends • Know that belonging to an online community can have positive and negative consequences 	<ul style="list-style-type: none"> • Explain how to seek help for themselves or a friend • Understand the concept of coercion and what coercive behaviour might look like • Feel able to challenge unwanted behaviours within a relationship • Know that sometimes people can try to gain power or control them • Know the minimum age for joining social media sites (currently 13) and that this protects them from inappropriate content or unsafe contact with other social media users, who may be strangers, including other children and adults • Know digital rights • Understand privacy and location settings and how they protect information online • Know many dangers of being 'online' • Know online risks: any material that is provided online might be circulated, and once it is, there is no way of deleting it or no control over where it ends up
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	<p>within the family</p> <ul style="list-style-type: none"> • Understand diversity within families and what different families can look like • Know some of the skills of friendship, e.g. taking turns, being a good listener • Understand how my choices affect others • Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc and challenge these • Know my place in the world as a global citizen • Know that isolation and loneliness can affect children and the benefits of seeking support. • Know that change and loss, including bereavement, can provoke a range of feelings. • Know that grief is a natural response and everyone grieves differently. • Know how some of the actions and work of people around the world help and influence my life 		<ul style="list-style-type: none"> • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know that a personality is made up of many different characteristics, qualities and attributes 	<ul style="list-style-type: none"> • Understand how to resist pressure online • Know how to critically evaluate their online relationships and sources of information: AI generated content • How to recognise harmful content or harmful contact and how to report this • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Identify mental health worries and sources of support • Know how to use technology safely and positively to communicate with their friends and family
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	<ul style="list-style-type: none"> Know the lives of children around the world can be different from their own 			
Social and emotional skills – key objectives in bold	<ul style="list-style-type: none"> Can identify their own wants and needs and how these may be similar or different from other children in school and the global community Know how to access help if they are concerned about anything on social media or the internet Can identify the responsibilities they have within their family Can empathise with people from other countries who may not have a fair job or are less fortunate Understand that they are connected to the global community in many different ways Can use Solve it together in a conflict scenario and find a win-win outcome Can identify similarities in children’s rights around the world 	<ul style="list-style-type: none"> Can suggest ways to manage relationship changes including how to negotiate conflict Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can tell you about someone they no longer see 	<ul style="list-style-type: none"> Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest strategies for managing unhelpful pressures online or in social networks Can suggest strategies for building self-esteem of themselves and others Can suggest strategies for staying safe online/ social media Can suggest ways to monitor and reduce screen time 	<ul style="list-style-type: none"> Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
Vocabulary	Consent, Men, Women, Unisex, Male, Female, Stereotype, Career,	Consent, Relationship, Close, Jealousy, Emotions, Positive,	Consent, Personal attributes, Qualities, Characteristics, Self-esteem, Unique,	Consent, Mental health, Ashamed, Stigma, Stress, Anxiety, Support,

	<p>Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Personal space, Boundaries, Exploited, Exploitation, Manipulate, Manipulated, Grooming</p>	<p>Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love, Exploited, Exploitation, Manipulate, Manipulated, Grooming</p>	<p>Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Hoax, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules, Peer Pressure, Grooming, Tactics</p>	<p>Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety, Hoax, Coercion, Grooming, Tactics, Exploit</p>
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Changing Me

British Values		Cross-curricular links		
<ul style="list-style-type: none"> • Individual Liberty • Mutual Respect and tolerance • Rule of Law 		Science: animals including humans, living things and their habitats		
Strongest RSHE 2025 Relationships contributions	FPCM 1 – Importance of loving, stable families (stable relationships for raising children). FPCM 2 – Characteristics of healthy family life. RKR 8 – Self-respect and its link to happiness. RKR 10 – Understanding and challenging stereotypes	BS 1 – Appropriate boundaries. BS 2 – Concept of privacy and its implications. BS 3 – Each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact.	BS 5 – How to recognise and respond to relationships where they may be at risk of harm. BS 6 – How to recognise and report feelings of being unsafe. BS 7 – Where to get advice.	
Strongest RSHE 2025 Health contributions	GW 3 – Range and scale of emotions, particularly around change. GW 4 – Vocabulary to describe feelings. GW 8 – That change, loss and bereavement can affect wellbeing and that everyone reacts differently.	GW 9 – Where and how to seek support. HP5 – Personal hygiene, germs, bacteria and handwashing DB 1 – Correct names of body parts including penis, vulva, vagina, testicles, scrotum, nipples; understanding these are private; skills to express own boundaries.	DB 2 – Facts about the menstrual cycle including physical and emotional changes; periods can start at 8 so covering before onset. DB 3 – Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	
	Year 3	Year 4	Year 5	Year 6
Changing Me:	<p>In this unit, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty, including menstruation. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change.</p> <p>Children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They</p>	<p>In this unit, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support.</p> <p>Children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.</p>	<p>In this unit, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing.</p> <p>This unit includes the first of 2 non-statutory sex education lessons in PSHEE, where children learn about conception, fertility support, and how babies are made.</p> <p>Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up.</p>	<p>In this unit, children explore self-image and self-esteem while learning about physical and emotional changes during puberty.</p> <p>Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships.</p> <p>In the second of 2 non statutory sex education lessons in PSHEE, they develop understanding of reproduction, pregnancy, and birth.</p>

	<p>also think about future transitions and how to cope with them.</p>			
<p>Taught knowledge – key objectives in bold</p> <p>Consent</p> <p>PROTECT: Consent and Control</p> <p>British Values</p> <p>CSE</p>	<ul style="list-style-type: none"> • Know that it's okay to say NO and to develop some strategies to do this. • Understand appropriate and inappropriate touch • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty • Begin to understand the menstrual cycle and how inside body changes make this happen • Know the correct anatomical language for body parts • Know how babies grow • Understand the importance of personal hygiene • Preparing for transition • Know that in animals and humans lots of changes happen when growing up • Know that in nature it is usually the female that carries the baby 	<ul style="list-style-type: none"> • Know that they are unique • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know most of the outside body changes that happen during puberty • Know most of the changes on the inside that happen during puberty • Understand the menstrual cycle and how this relates to puberty and adolescence. • Know the correct anatomical language for body parts • Understand appropriate and inappropriate touch • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external 	<ul style="list-style-type: none"> • Know their body is theirs • Understand that it is okay to say NO to unwanted touch • Know that becoming a teenager involves various changes and also brings growing responsibility • Understand appropriate and inappropriate touch • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know the basic biological facts about conception and birth – understand how babies are made • Know the correct anatomical language for body parts • Know that some people need help to conceive and might use IVF • Understand the influence of the media on body image • Know the importance of setting and respecting boundaries in 	<ul style="list-style-type: none"> • Recap: boundaries and consent • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Understand menstrual health at a deeper level, including heavy bleeding, irregular periods and conditions like PCOS • Know the correct anatomical language for body parts • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Understand appropriate and inappropriate touch • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Understand the term 'sexting' and the impact of this • Understand self and body-image

	<ul style="list-style-type: none"> • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child 	<p>body parts that are needed to make a baby</p> <ul style="list-style-type: none"> • Know how the female and male body change at puberty • Know that change can bring about a range of different emotions • Preparing for transition • Feel confident and accepting of change • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted 	<p>relationships with friends, family, peers and adults</p> <ul style="list-style-type: none"> • Know the difference between being assertive and being controlling; being kind to other people v neglecting your own needs • Growing responsibility • Coping with change • Preparing for transition • Know what perception means and that perceptions can be right or wrong 	<ul style="list-style-type: none"> • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class
<p>Social and emotional skills – key objectives in bold</p>	<ul style="list-style-type: none"> • Can suggest ways to help them manage feelings during changes they are more anxious about • Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry • Can describe the emotions that a new baby can bring to a family 	<ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express any concerns they have about puberty • Have strategies for managing the emotions relating to change • Can express how they feel about having children when they are grown up • Can say who they can talk to about puberty if they are worried 	<ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self-image and body image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification 	<ul style="list-style-type: none"> • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Recognise how they feel when they reflect on the development and birth of a baby

	<ul style="list-style-type: none"> • Can identify changes they are looking forward to in the next year 	<ul style="list-style-type: none"> • Can apply the circle of change model to themselves to have strategies for managing change 	<ul style="list-style-type: none"> • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self-image and body image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
Vocabulary	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Consent, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge	Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Consent	Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, Consent	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement, consent