



## PSHE Policy

This policy will be reviewed in full on a two-year basis.

This policy was reviewed and updated in October 2025

Next review date: October 2027

Member of staff responsible for monitoring and reviewing the policy: Lisa Laker

### **Rationale for PSHE**

*'Personal, Social, Health and Economic (PSHE) education aims to help children and young people deal with the real-life issues they face as they grow up.'* [Sir Alasdair Macdonald, CBE]

*'Where else but in PSHE lessons are these issues going to be effectively addressed?'* [Janet Palmer, HMI]

### **What is PSHE?**

Personal, social, health and economic (PSHE) education helps pupils to keep healthy and safe and prepares them for life and work in modern Britain. It teaches pupils about the pressing issues facing young people today: from mental health to understanding the importance of staying safe online, healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate a potentially volatile labour market.

### **Intent**

At Merton Abbey, we teach PSHE to help children to manage their lives, now and in the future. Our vision statement says that we want children 'to flourish as individuals; and to fully understand the value of helping others to flourish too.' PSHE education helps us to achieve that aim.

Pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to

develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to succeeding in the modern world, and are increasingly valued by employers.

At Merton Abbey, we see PSHE as an important site where we can work in partnership with parents and carers to help our children navigate the opportunities and challenges of the modern world.

With thanks to the PSHE Association

### **Statutory requirements**

At Merton Abbey, we have regard for statutory guidance from the Department for Education. As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching relationships and sex education, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

### **Aims (from the National Curriculum)**

The aims of PSHE (including relationship and sex education) is to provide a framework in which sensitive discussions and learning can take place. The benefits of teaching PSHE include-

- Improved physical and emotional health
- Positive impact on academic achievement
- Developing and maintaining positive relationships
- Negative relationships including how to manage bullying
- Developing effective communication
- Identifying inappropriate behaviour and the importance of consent
- Developing resilience and responsibility preparing children for lifes opportunities and challenges
- Developing independence
- Health and healthy lifestyles including mental health and emotional health
- Alcohol, drug and tobacco education
- Emergency lifesaving education
- Personal and online safety and managing the risks involved
- Understanding financial choices and the risks

### **Implementation (how we teach our curriculum)**

Our PSHE curriculum follows the guidance from the PSHE Association. The curriculum is delivered across all year groups on a regular timetabled basis, in line with all other subjects in the school curriculum. Teachers from year 1 to year 6 are required to teach a one-hour PSHE lesson every week and all lessons are delivered in a child-friendly and age-appropriate way so that they meet children's needs. The Early Years curriculum is threaded throughout their curriculum and taught through the Personal, Social and Emotional Development area of learning.

The three key themes taught throughout the year for KS1 and KS2 are -

- Relationships
- Living in the wider world
- Health and wellbeing

The three key themes for Early years through their PSED are –

- Sense of self
- Emotions
- Relationships

The inclusion and promotion of British values taught through our curriculum and many areas of school life also ensure that our children understand the importance of respect and leave school fully prepared for life in modern Britain and ready to make a positive contribution to society.

## **Impact**

By the time our children leave our school they will have built their own bank of knowledge and behaviours to equip them with the knowledge and skills to be 'life ready' beyond Merton Abbey Primary School.

Pupils will know more, remember more and understand more.

They will:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem and sense of self worth

## **Monitoring and review**

The PSHE subject leader is responsible for monitoring and reviewing the subject. This is achieved through reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught. Supporting colleagues in the planning, teaching and assessment of PSHE. Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources. Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the subject leader's action plan. Each term the subject leader will undertake picture building activities including

- book scrutiny
- Interviews with pupils
- Conversations with staff
- Learning walks




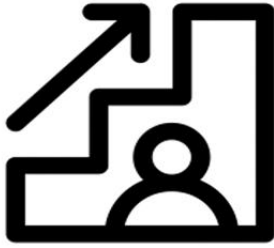

# PSHE Curriculum Map 2025-2026

Our inclusive PSHE curriculum has been designed around the following school curriculum aims:

Inspiring joy for learning	Knowledge rich	Reading at the heart	Challenge for all	Holistic approach

Our PSHE curriculum has been organised around the following 3 core themes which underpin all of our substantive and disciplinary knowledge:

- Relationships
- Living in the Wider World
- Health and Wellbeing

		
Relationships	Living in the Wider World	Health and Wellbeing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS theme	<b>What makes a good friend? Feelings</b>	<b>Sharing and how we treat each other.</b>	<b>New Year Resolutions</b>	<b>Caring for the environment</b>	<b>Solving conflicts</b>	<b>Feelings and change</b>
	<p>Aware of class rules and boundaries</p> <p>Can ask for help</p> <p>Understand the importance of sharing and taking turns</p> <p>Interested in others play and developing friendships</p>	<p>Sharing and how we treat each other</p> <p>Managing our own behaviour</p> <p>Confident to try new activities</p> <p>Understands consequences to their behaviour</p> <p>Enjoys taking responsibilities</p>	<p>Forms good relationships with children and familiar adults</p> <p>Know the difference between right and wrong and understands actions affect others</p> <p>Learns about themselves</p> <p>Talks about members</p>	<p>Communicates freely about home</p> <p>Can work as part of a group, being able to take turns</p> <p>Demonstrate friendly behaviour towards animals</p> <p>Looks after the environment</p>	<p>Can talk about self – using positive language and talk about abilities</p> <p>Listen to others ideas</p> <p>Negotiate and solve problems independently</p>	<p>Confident to speak about own wants, opinions and interests</p> <p>Able to cope with changes of routine e.g. reviewing what we have learnt in reception/preparing for transition to year 1</p>

			in their family  Talks about special times e.g. Birthdays		
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**Year 1**

Unit of work	<b>Relationships</b> Families and friendships Safe relationships Respecting ourselves and others	<b>Living in the wider world</b> Belonging to a community Media literacy and digital resilience Money and work	<b>Health and Wellbeing</b> Physical health and Mental Physical wellbeing Growing and changing Keeping safe
Key concepts	<ul style="list-style-type: none"> <li>• Roles of different people; families; feeling cared for</li> <li>• Recognising privacy; staying safe; seeking permission</li> <li>• How behaviour affects others; being polite and respectful</li> </ul>	<ul style="list-style-type: none"> <li>• What rules are; caring for others' needs; looking after the environment</li> <li>• Using the internet and digital devices; communicating online</li> <li>• Strengths and interests; jobs in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping healthy; food and exercise, hygiene routines; sun safety</li> <li>• Recognising what makes them unique and special; feelings; managing when things go wrong</li> <li>• How rules and age restrictions help us; keeping safe online</li> </ul>

**Year 2**

Unit of work	<b>Relationships</b> Families and friendships Safe relationships Respecting ourselves and others	<b>Living in the wider world</b> Belonging to a community Media literacy and digital resilience Money and work	<b>Health and Wellbeing</b> Physical health and Mental Physical wellbeing Growing and changing Keeping safe
Key concepts	<ul style="list-style-type: none"> <li>• Making friends; feeling lonely and getting help</li> <li>• Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</li> <li>• Recognising things in common and differences; playing and working cooperatively; sharing opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging to a group; roles and responsibilities; being the same and different in the community</li> <li>• The internet in everyday life; online content and information</li> <li>• What money is; needs and wants; looking after money</li> </ul>	<ul style="list-style-type: none"> <li>• Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</li> <li>• Growing older; naming body parts; moving class or year</li> <li>• Safety in different environments; risk and safety at home; emergencies</li> </ul>

**Year 3**

Unit of work	<b>Relationships</b> Families and friendships Safe relationships Respecting ourselves and others	<b>Living in the wider world</b> Belonging to a community Media literacy and digital resilience	<b>Health and Wellbeing</b> Physical health and Mental Physical wellbeing Growing and changing Keeping safe
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		Money and work	
Key concepts	<ul style="list-style-type: none"> <li>• What makes a family; features of family life</li> <li>• Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> <li>• Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul>	<ul style="list-style-type: none"> <li>• The value of rules and laws; rights, freedoms and responsibilities</li> <li>• How the internet is used; assessing information online</li> <li>• Different jobs and skills; job stereotypes; setting personal goals</li> </ul>	<ul style="list-style-type: none"> <li>• Health choices and habits; what affects feelings; expressing feelings</li> <li>• Personal strengths and achievements; managing and reframing setbacks</li> <li>• Risks and hazards; safety in the local environment and unfamiliar places</li> </ul>

#### Year 4

Unit of work	<b>Relationships</b> Families and friendships Safe relationships Respecting ourselves and others	<b>Living in the wider world</b> Belonging to a community Media literacy and digital resilience Money and work	<b>Health and Wellbeing</b> Physical health and Mental Physical wellbeing Growing and changing Keeping safe
Key concepts	<ul style="list-style-type: none"> <li>• Positive friendships, including online</li> <li>• Responding to hurtful behaviour; managing confidentiality; recognising risks online</li> <li>• Respecting differences and similarities; discussing difference sensitively</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a community; shared responsibilities</li> <li>• How data is shared and used</li> <li>• Making decisions about money; using and keeping money safe</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining a balanced lifestyle; oral hygiene and dental care</li> <li>• Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</li> <li>• Medicines and household products; drugs common to everyday life</li> </ul>

#### Year 5

Unit of work	<b>Relationships</b> Families and friendships Safe relationships Respecting ourselves and others	<b>Living in the wider world</b> Belonging to a community Media literacy and digital resilience Money and work	<b>Health and Wellbeing</b> Physical health and Mental Physical wellbeing Growing and changing Keeping safe
Key concepts	<ul style="list-style-type: none"> <li>• Managing friendships and peer influence</li> <li>• Physical contact and feeling safe</li> <li>• Responding respectfully to a wide range of people; recognising prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Protecting the environment; compassion towards others</li> <li>• How information online is targeted; different media types, their role and impact</li> <li>• Identifying job interests and aspirations; what influences career</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</li> <li>• Personal identity; recognising individuality and different qualities; mental wellbeing</li> <li>• Keeping safe in different situations, including responding in emergencies, first aid and FGM</li> </ul>

		choices; workplace stereotypes	
<b>Year 6</b>			
Unit of work	<b>Relationships</b> Families and friendships Safe relationships Respecting ourselves and others	<b>Living in the wider world</b> Belonging to a community Media literacy and digital resilience Money and work	<b>Health and Wellbeing</b> Physical health and Mental Physical wellbeing Growing and changing Keeping safe
Key concepts	<ul style="list-style-type: none"> <li>• Attraction to others; romantic relationships; civil partnership and marriage</li> <li>• Recognising and managing pressure; consent in different situations</li> <li>• Expressing opinions and respecting other points of view, including discussing topical issues</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing diversity; challenging discrimination and stereotypes</li> <li>• Evaluating media sources; sharing things online</li> <li>• Influences and attitudes to money; money and financial risks</li> </ul>	<ul style="list-style-type: none"> <li>• What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</li> <li>• Human reproduction and birth; increasing independence; managing transition</li> <li>• Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</li> </ul>

## Appendix 2

### PSHE: Progression in Disciplinary knowledge

Year 1	Topic	In this unit of work pupils will learn
	<p><b>Families and friendships</b></p> <p>Roles of different people; families; feeling cared for</p> <p>R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children's lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>
	<p><b>Safe relationships</b></p> <p>Recognising privacy; staying safe; seeking permission</p> <p>R10, R13, R15, R16, R17</p>	<ul style="list-style-type: none"> <li>• about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul>
	<p><b>Respecting ourselves and others</b></p> <p>How behaviour affects others; being polite and respectful</p> <p>R21, R22</p>	<ul style="list-style-type: none"> <li>• what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people feel</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> </ul>
	<p><b>Belonging to a community</b></p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>L1, L2, L3</p>	<ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul>
	<p><b>Media literacy and Digital resilience</b></p> <p>Using the internet and digital devices; communicating online</p> <p>L7, L8</p>	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>

	<p><b>Money and Work</b></p> <p>Strengths and interests; jobs in the community</p> <p>L14, L16, L17</p>	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>
	<p><b>Physical health and Mental wellbeing</b></p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>H1, H2, H3, H5, H8, H9, H10</p>	<ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul>
	<p><b>Growing and changing</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>
	<p><b>Keeping safe</b></p> <p>How rules and age restrictions help us; keeping safe online</p> <p>H28, H34</p>	<ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>
<b>Year 2</b>	<b>Topic</b>	<b>In this unit of work pupils will learn</b>
	<p><b>Families and friendships</b></p> <p>Making friends; feeling lonely and getting help</p> <p>R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> </ul>

		<ul style="list-style-type: none"> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>
<p><b>Safe relationships</b></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>R11, R12, R14, R18, R19, R20</p>		<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>
<p><b>Respecting ourselves and others</b></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>R23, R24, R25</p>		<ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>
<p><b>Belonging to a community</b></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>L2, L4, L5, L6</p>		<ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>
<p><b>Media literacy and Digital resilience</b></p> <p>The internet in everyday life; online content and information</p> <p>L8, L9</p>		<ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>
<p><b>Money and Work</b></p> <p>What money is; needs and wants; looking after money</p> <p>L10, L11, L12, L13, L15</p>		<ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> </ul>

	<ul style="list-style-type: none"> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>
<p><b>Physical health and Mental wellbeing</b></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>
<p><b>Growing and changing</b></p> <p>Growing older; naming body parts; moving class or year</p> <p>H20, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>
<p><b>Keeping safe</b></p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>

Year 3	Topic	In this unit of work pupils will learn
	<p><b>Families and friendships</b></p> <p>What makes a family; features of family life</p> <p>R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>
	<p><b>Safe relationships</b></p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>R19, R22, R24, R30</p>	<ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>
	<p><b>Respecting ourselves and others</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>R30, R31</p>	<ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>
	<p><b>Belonging to a community</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>L1, L2, L3</p>	<ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> </ul>

		<ul style="list-style-type: none"> <li>• about how they have rights and also responsibilities</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>
	<p><b>Media literacy and Digital resilience</b></p> <p>How the internet is used; assessing information online</p> <p>L11, L12</p>	<ul style="list-style-type: none"> <li>• how the internet can be used positively for leisure, for school and for work</li> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>
	<p><b>Money and Work</b></p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>L25, L26, L27, L30</p>	<ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common misconceptions and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>
	<p><b>Physical health and Mental wellbeing</b></p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> </ul>

		<ul style="list-style-type: none"> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul>
	<p><b>Growing and changing</b></p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>H27, H28, H29</p>	<ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>
	<p><b>Keeping safe</b></p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>H38, H39, H41</p>	<ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>
<b>Year 4</b>	<b>Topic</b>	<b>In this unit of work pupils will learn</b>
	<p><b>Families and friendships</b></p> <p>Positive friendships, including online</p> <p>R10, R11, R12, R13, R18</p>	<ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> </ul>

		<ul style="list-style-type: none"> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>
<p><b>Safe relationships</b></p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>R20, R23, R27, R28</p>	<ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	
<p><b>Respecting ourselves and others</b></p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>R32, R33</p>	<ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>	
<p><b>Belonging to a community</b></p> <p>What makes a community; shared responsibilities</p> <p>L4, L6, L7</p>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	
<p><b>Media literacy and Digital resilience</b></p> <p>How data is shared and used</p> <p>Refs: L13, L14</p>	<ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	

<p><b>Money and Work</b></p> <p>Making decisions about money; using and keeping money safe</p> <p>L17, L19 L20, L21</p>	<ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>
<p><b>Physical health and Mental wellbeing</b></p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>H2, H5, H11</p>	<ul style="list-style-type: none"> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>
<p><b>Growing and changing</b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>
<p><b>Keeping safe</b></p> <p>Medicines and household products; drugs common to everyday life</p> <p>H10, H38, H40, H46</p>	<ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a 'drug'</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>

Year 5	Topic	In this unit of work pupils will learn
	<p><b>Families and friendships</b> Managing friendships and peer influence R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>
	<p><b>Safe relationships</b> Physical contact and feeling safe R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>
	<p><b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination R20, R21, R31, R33</p>	<ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>• the impact of discrimination on individuals, groups and wider society</li> <li>• ways to safely challenge discrimination</li> <li>• how to report discrimination online</li> </ul>

<p><b>Belonging to a community</b> Protecting the environment; compassion towards others L4, L5, L19</p>	<ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>
<p><b>Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact L12, L14</p>	<ul style="list-style-type: none"> <li>• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul>
<p><b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people's career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>
<p><b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies H8, H9, H10, H12</p>	<ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> </ul>

		<ul style="list-style-type: none"> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>
	<b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing H16, H25, H26, H27	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>
	<b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM H38, H43, H44, H45	<ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> <li>• that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>

<sup>1</sup> Teaching about FGM could also be included in units on health, safe relationships, privacy, and body parts (including external genitalia).

Year 6	Topic	In this unit of work pupils will learn
	<b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage R1, R2, R3, R4, R5, R7	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> </ul>

		<ul style="list-style-type: none"> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>
	<p><b>Safe relationships</b> Recognising and managing pressure; consent in different situations R26, R28, R29</p>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>
	<p><b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues R30, R34</p>	<ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>
	<p><b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes L8, L9, L10, R21</p>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>
	<p><b>Media literacy and Digital resilience</b> Evaluating media sources; sharing things online H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> </ul>

		<ul style="list-style-type: none"> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>
	<p><b>Money and Work</b> Influences and attitudes to money; money and financial risks L18, L22, L23, L24</p>	<ul style="list-style-type: none"> <li>• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>
	<p><b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online H13, H14, H15, H20, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> </ul>

		<ul style="list-style-type: none"> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>
	<p><b>Growing and changing</b>  Human reproduction and birth; increasing independence; managing transitions  H24, H33, H35, H36</p>	<ul style="list-style-type: none"> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception<sup>2</sup></li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>
	<p><b>Keeping safe</b>  Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media  H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent</li> </ul>

		<p>to one person, and what the impact of this might be</p> <ul style="list-style-type: none"> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people, choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>
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<sup>2</sup> Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

### Appendix 3

#### Merton Abbey Primary School

#### PSHE vocabulary progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Relationships</b>	Family Friends Care Boy Girl Same Different	Care Love Family Relative Same Different Body Feelings Private Privacy Underwear Private parts Safe Unknown Touch Unhappy Uncomfortable Permission Kind Unkind Respect Polite	Friendship Lonely Resolve Argument Cooperatively Bullying Excluding Secrets Pressure Safe Unsafe Opinion Respect	Relationship Romantic Family Online Care Respect Family structure Same-sex Step-parents Blended Foster Adopt Security Stability Commitment Advice Bullying Consequences Privacy Personal boundaries Self-respect	Positive friendships Mutual respect Trust Loyalty Online 'know someone online' Uncomfortable Report Harmful content Confidential Pressure Similarities Differences Respect Traditions	Inclusion Exclusion Peer influence Resolve Disputes Reconcile Permission Physical contact Acceptable Unacceptable Consent Confidential Discrimination Self-respect	Emotional Romantic Sexual Attraction Same sex Sexual orientation Marriage Civil partnership Commitment Force Family structures Permission Consent Pressure Uncomfortable Report Debate

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and wellbeing</b>	Washing Brushing teeth Getting dressed Clean Face Hair skin	Healthy Sugar Physical activity Hygiene Germ Sun damage People – doctor/nurse Feelings/emotions Unique Rules Personal information online	Medicine Allergy Dental care Feelings Positivity Mood Change Loss/death Growing Body parts Penis Testicles Vagina Risk Fire safety Familiar Unfamiliar People who keep unsafe Emergency	Balanced Lifestyle Habits Healthy diet nutrition Tooth decay Obesity Exercise Mental health Physical health Inactive Feelings Intensity Expressing Individuality Personal qualities Skills Achievements Self-worth Setbacks Perceived failures Assess/Manage risk Hazard Rail, water, road safety	Oral hygiene Mental health Personal identity Gender identity Medicine Vaccinations Immunisations Allergies Allergic reaction Legal drugs	Sleep behaviours Bacteria Virus Infection Allergies Sun exposure Sun damage Skin cancer Personal identity Gender identity Puberty Menstrual cycle Period Physical changes Emotional changes Moods Menstruation Tampons Sanitary <u>towels</u> Wet dreams Semen Erection Pubic hair Facial hair Underarm hair Privacy Hygiene Growing Changing First aid Emergency	Intense feelings Conflicting feelings Warning signs Transition Reproduction Birth Conceived Womb Sperm Egg Conception Fertilisation Pregnancy Sexual intercourse Privacy Protection Female Genital Mutilation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Wider World</b>	Jobs Money	Rules Responsibility Environment Internet Strengths Interests Job	Responsibilities Groups Roles Difference Internet Information online Truth Money Saving Need/want	Rules Law Human rights Protect Rights and responsibilities Internet Social media Stereotypes Career Aspirations Teamwork Communication	Compassion Diversity Community Spending decisions	Compassion concern community Fair trade Single use Charity Reliable sources Workplace stereotypes Aspirations Career Occupation Pay Routes to careers	Stereotypes Diversity Prejudice Discrimination Regulations Restrictions Gambling