

## Intent

At St John's we aim to prepare children for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. We want every child to learn how to develop healthy relationships that are built on mutual respect. Children are supported to maintain a healthy mental, physical and social wellbeing, identifying when support is needed. Connections with personal health and fitness and the impact that has on wellbeing are made so that children can develop healthy lifestyle habits. Every child is supported to develop a sense of character, resilience and perseverance that is fundamental to their success and happiness within society. At St John's, we want every child to be motivated by achievement and intrinsic reward, and hold the self-belief that they can achieve both personal and academic goals.

## Implementation

Every child explores enriching experiences linked to PSHE and Relationships. Through the use of the Kapow Primary scheme of work, children are provided with relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Weekly assemblies promote and celebrate examples from within and beyond our school community of our school values being lived. Our School Parliament enables every pupil voice to be heard and contribute to the aims and values of the wider school community. PSHE and Relationship thrives in our school with supportive partnerships. The content of our curriculum is shared with parents and carers, with the opportunity to ask questions. Our Family Liaison worker and Senior leadership team operates an open door policy and has regular phone calls to support families to maintain a positive wellbeing and relationships. The breakdown of skills taught across the units is available for teachers to plan and track progression through the milestones. We also use the No Outsider curriculum to support the teaching of the Equality act and is taught from Year 1 to 6 with a book focus each half term. We also use a resource called Inner Wings which is a confidence building curriculum that classes use as an extra resource or as an intervention if needed.

## Impact

Pupil voice and actions are a strong indicator of the impact of our PSHE and relationships curriculum. Progress towards 'Can I?' statements is tracked to ensure children master the specific knowledge and skills linked to PSHE and Relationships. We also hold regular pupil questionnaires to ensure that children feel their voice is heard and supported.



# PSHE curriculum

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
EYFS		Self regulation: My feelings	Building relationships: special relationships	Managing self: taking on challenges	Self regulation: listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Milestone 1	Cycle A	Citizenship	Health & Wellbeing	Families and Relationships		Safety and the Changing Body	Economic wellbeing & Transition
	Cycle B	Citizenship	Health & Wellbeing	Families and Relationships		Safety and the Changing Body	Economic wellbeing & Transition
Milestone 2	Cycle A	Citizenship	Health & Wellbeing	Families and Relationships		Safety and the Changing Body	Economic wellbeing & Transition
	Cycle B	Citizenship	Health & Wellbeing	Families and Relationships		Safety and the Changing Body	Economic wellbeing & Transition
Milestone 3	Cycle A	Citizenship	Health & Wellbeing	Families and Relationships		Safety and the Changing Body	Economic wellbeing & Transition Identity(YR6)
	Cycle B	Citizenship	Health & Wellbeing	Families and Relationships		Safety and the Changing Body	Economic wellbeing & Transition Identity(YR6)



# PSHE curriculum

## Milestone 1

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introduction: Setting ground rules for RSE & PSHE lessons*	Introduction: Setting ground rules for RSE & PSHE lessons*	Understanding my feelings*	Understanding my feelings*
2	Family*	Family*	Relaxation - laughter and progressive muscle relaxation	Steps to success
3	Friendships*	Friendships*	What am I like?	Developing a growth mindset
4	Families are all different	Other people's feelings	Ready for bed?	Being active
5	Other people's feelings	Getting along with others*	Hand washing and personal hygiene	Relaxation: breathing exercises
6	Getting along with others*	Friendship problems*	Sun safety	Healthy diet
7	Friendship problems*	Gender stereotypes*	Allergies	Looking after our teeth
8	Gender stereotypes*	Change and loss	People who help us stay healthy	



# PSHE curriculum

## Milestone 1

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Communicating with adults*	Communicating with adults*	Rules*	Rules*
2	People who help to keep us safe in our local community	Road safety*	Similar, yet different *	Similar, yet different *
3	Road safety*	Safety at home	Belonging	Caring for others: Animals
4	Safety with medicines*	Safety with medicines*	Job roles in the community	The needs of others
5	Making a call to the emergency services	What to do if I get lost	Our school environment	Democratic decisions
6	The difference between secrets and surprises	The internet	Our local environment	School council
7	Appropriate contact*	Appropriate contact*		Giving my opinion
8	My private parts are private*	My private parts are private*		
9	Personal boundaries*	Personal boundaries*		



# PSHE curriculum

## Milestone 1

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

Economic Wellbeing		
	Cycle A	Cycle B
1	Money*	Money*
2	Needs and wants*	Needs and wants*
3	Looking after money	Saving and spending
4	Banks and building societies*	Banks and building societies*
5	Jobs*	Jobs*
Transition		
	Cycle A	Cycle B
1	Transition lesson*	Transition lesson*



# PSHE curriculum

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

## Milestone 2

	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introductory lesson: Setting ground rules and signposting*	Introductory lesson: Setting ground rules and signposting*	My healthy diary	My healthy diary
2	Friendship issues and bullying*	Friendship issues and bullying*	Diet and dental health	Looking after our teeth
3	The effects of bullying and the responsibility of the bystander	Healthy families	Relaxation - stretches	Relaxation - visualisation
4	Stereotyping - Gender*	Stereotyping - Gender*	Wonderful me	Meaning and purpose - my role
5	Stereotyping - Age/disability*	Stereotyping - Age/disability*	My superpowers	Resilience: breaking down problems
6	Healthy friendships - boundaries	How my behaviour affects others	Celebrating mistakes	Emotions
7	Learning who to trust	Effective communication to support relationships	Communicating my feelings*	Communicating my feelings*
8	Respecting differences*	Respect and manners	My happiness	Mental health
9	Change and loss - bereavement*	Respecting differences		



# PSHE curriculum

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

## Milestone 2

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Be kind online	Fake emails	Recycling / reusing*	Recycling? reusing*
2	Cyberbullying	Internet safety: age restrictions	Local community buildings and groups*	Local community buildings and groups*
3	Share aware	Consuming information online	Local council and democracy*	Local council and democracy*
4	Privacy and secrecy	Tobacco	Rules	Diverse communities
5	First Aid: Bites and stings	First Aid: asthma	Rights of the child*	Rights of the child
6	Choices and influences*	Choices and influences*	Human rights	Charity
7	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty		
8	Year 3: Road safety Year 4: Growing up	Year 3: Road safety Year 4: Growing up		



# PSHE curriculum

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## Milestone 2

Economic Wellbeing		
	Cycle A	Cycle B
1	Spending choices*	Spending choices*
2	Budgeting*	Budgeting*
3	Money and emotions *	Money and emotions *
4	Jobs and careers*	Jobs and careers*
5	Gender and careers	Jobs for me
Transition		
	Cycle A	Cycle B
1	Coping strategies*	Coping strategies*



# PSHE curriculum

## Milestone 3

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
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	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introduction lesson: Setting rules and signposting*	Introduction lesson: Setting rules and signposting*	Relaxation - yoga	Relaxation - mindfulness
2	Build a friend - what makes a good friend	Friendship skills	The importance of rest	What can I be?
3	Respect*	Respect*	Embracing failure	Taking responsibility for my health
4	Respecting myself	Resolving conflict	Going for goals	The impact of technology on health
5	Marriage	Family life	Taking responsibility for my feelings	Resilience toolbox
6	Bullying	Stereotyping	Healthy meals	Immunisation
7	Stereotyping	Challenging stereotypes	Sun safety	Physical health concerns
8	Challenging stereotypes	Change and loss		Good and bad habits



# PSHE curriculum

## Milestone 3

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Online friendships	Critical digital consumers	Breaking the law	Pressure groups
2	Staying safe online	Social media	Prejudice and discrimination	Valuing diversity
3	First Aid: Choking	First Aid: Bleeding	Protecting the planet	Food choices and the environment
4	Alcohol	First Aid: Basic life support	Contributing to the community	Caring for others
5	Drugs, alcohol and tobacco: Influences	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Rights and responsibilities*	Rights and responsibilities*
6	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Year 5: Menstruation <u>Year 6: Conception</u>	Parliament and national democracy*	Parliament and national democracy*
7	Year 5: Menstruation <u>Year 6: Conception</u>	Year 5: Emotional changes in puberty <u>Year 6: Pregnancy and birth</u>		
8	Year 5: Emotional changes in puberty <u>Year 6: Pregnancy and birth</u>			



# PSHE curriculum

## Milestone 3

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### Economic wellbeing

#### Cycle A

#### Cycle B

1

Borrowing

Attitudes to money

2

Income and expenditure

Keeping money safe

3

Prioritising spending

Stereotypes in the workplace

4

Risks with money

Gambling

5

Careers\*

Careers\*

### Identity

#### Cycle A

#### Cycle B

1

Year 6: What is identity?

Year 6: What is identity?

2

Year 6: Identity and body image

Year 6: Identity and body image

### Transition lesson

#### Cycle A

#### Cycle B

1

Roles and responsibilities\*

Roles and responsibilities\*



# Progression of skills

## Families and relationships

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
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	EYFS		Milestone 1			
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p>To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p>	<p>Exploring how families are different to each other.</p>	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>
Friendships	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	<p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p>	<p>Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>
Respectful relationships	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p>	<p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p>	<p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p>
Change and loss	N/A	N/A	N/A	N/A	<p>Exploring how loss and change can affect us.</p>	<p>To know that there are ways we can remember people or events.</p>



# Progression of skills

## Families and relationships

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### Milestone 2

<b>Family</b>	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
<b>Friendships</b>	Exploring ways to resolve friendship problems.  Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal.  To know that bullying is repeated, not a one off event.  To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander.  To understand that everyone has the right to decide what happens to their body.
<b>Respectful relationships</b>	Identifying who I can trust.  Learning about the effects of non verbal communication.  Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships.  To know the signs of a good listener.  To understand how to listen carefully and why listening is important.  To understand that there are similarities and differences between people.  To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios.  To understand some stereotypes related to disability.
<b>Change and loss</b>	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.



# Progression of skills

## Families and relationships

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### Milestone 3

<b>Family</b>	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make.  To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
<b>Friendships</b>	Exploring the impact that bullying might have.  Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend.  To understand what might lead to someone bullying others.  To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships.  To understand the concepts of negotiation and compromise.
<b>Respectful relationships</b>	Exploring and questioning the assumptions we make about people based on how they look.  Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has.  To know that stereotypes can be unfair, negative and destructive.  To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships.  Identifying ways to challenge stereotypes.	To understand what respect is.  To understand that everyone deserves respect but respect can be lost.  To understand that stereotypes can lead to bullying and discrimination.
<b>Change and loss</b>	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions.  To know that grief is the process people go through when someone close to them dies.



# Progression of skills

## Health and Wellbeing

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

	EYFS		Milestone 1			
<b>Health and prevention</b>	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Learning how to wash my hands properly.  Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene.  To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.  To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
<b>Physical health and wellbeing</b>	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important.  To know that yoga can help our bodies and minds relax,	Exploring positive sleep habits.  Exploring two different methods of relaxation: progressive muscle relaxation and laughter.  Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind.  Exploring some of the benefits of a healthy balanced diet.  Suggesting how to improve an unbalanced meal.  Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy.  To understand the balance of foods we need to keep healthy.  To know that breathing techniques can be a useful strategy to relax.
<b>Mental wellbeing</b>	Identifying how characters within a story may be feeling.  Identifying and expressing my own feelings.  Exploring coping strategies to help regulate emotions.  Exploring different facial expressions and identifying the different feelings they can represent.  Exploring ways to moderate behaviour, socially and emotionally.  Coping with challenge when problem solving.	To name some different feelings and emotions.  To know that I am a valuable individual.  To know that facial expressions can give us clues as to how a person is feeling.  To know that I can learn from my mistakes.  To know some strategies to calm down.	Identifying personal strengths and qualities.  Identifying different ways to manage feelings.	To know that strengths are things we are good at.  To know that qualities describe what we are like.  To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions.  Developing empathy.  Identifying personal goals and how to work towards them.  Exploring the need for perseverance and developing a growth mindset.  Developing an understanding of self respect.	To know that we can feel more than one emotion at a time.  To know that a growth mindset means being positive about challenges and finding ways to overcome them.



# Progression of skills

## Health and Wellbeing

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Milestone 2				
<b>Health and prevention</b>	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
<b>Physical health and wellbeing</b>	Learning stretches which can be used for relaxation.  Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To understand the positive impact relaxation can have on the body.  To know the different food groups and how much of each of them we should have to have a balanced diet.	Identifying what makes me feel calm and relaxed.  Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.
<b>Mental wellbeing</b>	Exploring my own identity through the groups I belong to.  Identifying my strengths and exploring how I use them to help others.  Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging.  To understand what being lonely means and that it is not the same as being alone.  To understand what a problem or barrier is and that these can be overcome.	Exploring how my skills can be used to undertake certain jobs.  Explore ways we can make ourselves feel happy or happier.  Developing the ability to appreciate the emotions of others in different situations.  Learning to take responsibility for my emotions by knowing that I can control some things but not others.  Developing a growth mindset.	To know that different job roles need different skills and so some roles may suit me more than others.  To know that it is normal to experience a range of emotions.  To know that mental health refers to our emotional wellbeing, rather than physical.  To understand that mistakes can help us to learn.  To know who can help if we are worried about our own or other people's mental health.



# Progression of skills

## Health and Wellbeing

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### Milestone 3

Milestone 3				
<b>Health and prevention</b>	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness.  Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease.  To know that changes in the body could be possible signs of illness.
<b>Physical health and wellbeing</b>	Understanding the relationship between stress and relaxation.  Considering calories and food groups to plan healthy meals.  Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress.  To know that calories are the unit that we use to measure the amount of energy certain foods give us.  To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful.  Exploring ways to maintain good habits.  Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).  To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
<b>Mental wellbeing</b>	Taking responsibility for my own feelings.	To understand what can cause stress.  To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them.  Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).  To know the effects technology can have on mental health.



# Progression of skills

## Safety and the Changing Body

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
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	EYFS		Milestone 1			
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>
<b>Drugs, alcohol and tobacco</b>	N/A	N/A	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>
<b>The changing adolescent body</b>	N/A	N/A	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>
<b>Basic first aid</b>	N/A	N/A	<p>Practising making an emergency phone call.</p>	<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A



# Progression of skills

## Safety and the Changing Body

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Milestone 2				
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>
<b>Drugs, alcohol and tobacco</b>	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>
<b>The changing adolescent body</b>	N/A	N/A	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
<b>Basic first aid</b>	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>Learning how to help someone who is having an asthma attack.</p>	<p>To know that asthma is a condition which causes the airways to narrow.</p>



# Progression of skills

## Safety and the Changing Body

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Milestone 3				
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic).  To know some of the possible risks online.	Developing an understanding about the reliability of online information.  Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships.  To know where to get help with online problems.
<b>Drugs, alcohol and tobacco</b>	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
<b>The changing adolescent body</b>	Learning about the emotional changes during puberty.  Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle.  To know the names of the external sexual parts of the body and the internal reproductive organs.  To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
<b>Basic first aid</b>	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking.  Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).



# Progression of skills

## Citizenship

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

EYFS		Milestone 1			
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Recognising why rules are necessary and the consequences of not following rules.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different and that this is a good thing.</p>	<p>Explaining why rules are in place in different settings.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that different groups of people make different contributions to the community.</p>



# Progression of skills

## Citizenship

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

### Milestone 2

Skills	Knowledge	Skills	Knowledge
<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p>



# Progression of skills

## Citizenship

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

### Milestone 3

Skills	Knowledge	Skills	Knowledge
<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>



# Progression of skills

## Economic Wellbeing

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

### Milestone 1

Skills	Knowledge	Skills	Knowledge
Discussing how to keep money safe.	To know that coins and notes have different values.	Identifying whether something is a want or need.	To know some of the ways in which adults get money.
Discussing what to do if we find money.	To know some of the ways children may receive money.	Recognising that people make choices about how to spend money.	To know the difference between a 'want' and 'need'.
Exploring choices people make about money.	To know that it is wrong to steal money.	Exploring the reasons why people choose certain jobs.	To know some of the features to look at when selecting a bank account.
Developing an understanding of how banks work.	To know that banks are places where we can store our money.		
	To know some jobs in school.		
	To know that different jobs need different skills.		



# Progression of skills

## Economic Wellbeing

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

### Milestone 2

Skills	Knowledge	Skills	Knowledge
<p>Discussing the range of feelings which money can cause.</p> <p>Discussing the different attitudes people have to money.</p> <p>Exploring the impact our spending can have on other people.</p> <p>Considering the advantages and disadvantages of different payment methods.</p>	<p>To understand that there are different ways to pay for things.</p> <p>To know that budgeting money is important.</p> <p>To understand that there are a range of jobs available.</p> <p>To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p>	<p>Exploring the factors which affect whether something is value for money.</p> <p>Discuss some impacts of losing money.</p> <p>Identifying negative and positive influences that can affect our career choices.</p>	<p>To know that money can be lost in a variety of ways.</p> <p>To understand the importance of tracking money.</p> <p>To know that many people will have more than one job or career in their lifetimes.</p> <p>Exploring ways to overcome stereotypes in the workplace.</p>



# Progression of skills

## Economic Wellbeing

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

### Milestone 3

Skills	Knowledge	Skills	Knowledge
<p>Discussing risks associated with money.</p> <p>Making a budget based on priorities.</p> <p>Discussing the role of money in selecting a job.</p> <p>Discussing how income can change and the feelings associated with this.</p>	<p>To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>To know that it is important to prioritise spending.</p> <p>To know that income is the amount of money received and expenditure is the amount of money spent.</p> <p>To know some ways that people lose money.</p>	<p>Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Discussing some risks associated with gambling.</p> <p>Identifying jobs which might be suitable for them.</p>	<p>To understand that there are certain rules to follow to keep money safe in bank accounts.</p> <p>To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>To understand that different jobs have different routes into them.</p> <p>To understand that people change jobs for a number of reasons.</p> <p>To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p>



# Progression of skills

## Identity

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonal)

### Year 6 ONLY

#### Skills

Discussing the factors that make our 'identity'.

Recognising the difference between how we see ourselves and how others see us.

Exploring how the media might influence our identity.

#### Knowledge

To know that identity is the way we see ourselves and also how other people see us.



# Progression of skills

Transition

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

## Milestone 1

Skills	Knowledge	Skills	Knowledge
Recognising our own strengths.	To understand that changes can be both positive and negative.	Identifying people who can help us when we are worried about changes.	To understand that change is part of life.

## Milestone 2

Skills	Knowledge	Skills	Knowledge
Learning strategies to deal with change.	To understand that change often brings about more opportunities and responsibilities.	Recognising our own achievements.  Being able to set goals.	To know that setting goals can help us to achieve what we want.

## Milestone 3

Skills	Knowledge	Skills	Knowledge
Recognising own skills and how these can be developed.	To understand the skills needed for roles in school.	Exploring a greater range of strategies to deal with feelings associated with change.	To know that a big change can bring opportunities but also worries.



# PSHE EYFS curriculum

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

## Communication and language

## Personal, social and emotional development

## Physical development

### ELG: Self regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

Kapow Primary unit:  
[My feelings](#)

Kapow Primary unit:  
[Listening and following instructions](#)

### ELG: Managing self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Kapow Primary unit:  
[Taking on challenges](#)

Kapow Primary unit:  
[My wellbeing](#)

### ELG: Building relationships

Children at the expected level of development will:

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

Kapow Primary unit:  
[Special relationships](#)

Kapow Primary unit:  
[My family and friends](#)



# PSHE EYFS curriculum

'Developing young people's sense of identity, their capacity to relate to other people and handle setbacks.'  
(Sir Alasdair MacDonald)

Week	Autumn	Spring	Summer
<b>Week 1</b>	<u>Self-regulation: My feelings (6 lessons)</u> Lesson 1: Identifying my feelings	<u>Managing self: Taking on challenges (6 lessons)</u> Lesson 1: Why do we have rules?	<u>Building relationships: My family and friends (6 lessons)</u> Lesson 1: Festivals
<b>Week 2</b>	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
<b>Week 3</b>	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
<b>Week 4</b>	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
<b>Week 5</b>	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
<b>Week 6</b>	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
<b>Week 7</b>	<u>Building relationships: Special relationships (6 lessons)</u> Lesson 1: My family	<u>Self-regulation: Listening and following instructions (6 lessons)</u> Lesson 1: Simon says	<u>Managing self: My wellbeing (6 lessons)</u> Lesson 1: What is exercise?
<b>Week 8</b>	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
<b>Week 9</b>	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
<b>Week 10</b>	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
<b>Week 11</b>	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
<b>Week 12</b>	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food



## What about sex education?

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- **Year 1:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Year 2:** Notice that animals, including humans, have offspring which grow into adults
- **Year 5:** Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

### The RSE statutory guidance states that:

*Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.*

The Kapow Primary scheme of work includes **two** Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: *Safety and the changing body*: [Lesson 5: Conception](#) and [Lesson 6: Pregnancy and birth](#).

We suggest that you consult with parents about the content of these lessons prior to teaching them, to provide them time to consider the content and to withdraw their child if they so wish. You are welcome to share the Kapow Primary puberty video content with parents either in school or via video call.

