



Badsworth Church of England Junior & Infant School

PSHE at Badsworth C of E Junior and Infant School is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

At Badsworth, we aim for a high quality PSHE curriculum which develops skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes developed by The PSHE Association: health and wellbeing, relationships and living in the wider world. We have also deliberately woven into the programme explicit teaching opportunities to explore and learn about the 9 Protected Characteristics.

Our curriculum has been adapted to ensure opportunities for all learners are equal, irrespective of SEN, gender, ethnicity, background or beliefs. We aim to do this by placing a greater focus on practical role-play scenarios where children have the opportunity to develop their language acquisition skills. This helps us to place a greater focus on real-life experiences and understanding of different social scenarios. This ensures all learners have an equal chance to succeed, regardless of language gaps and written barriers to learning.

EYFS

Health & Wellbeing	Relationships	Living in the Wider World
Substantive Knowledge		
To know about basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	To identify feelings and emotions in myself and others. To know what taking a turn looks like in different scenarios. To know what makes a good friend.	To know the school rules and understand why we have them. To know why people have goals/targets and set one of their own.
Disciplinary Knowledge		
Get changed for Physical Education sessions independently. Wash hands independently with soap and water.	Show an understanding of their own feelings and those of others. Begin to regulate their behaviour accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. To try new activities and show independence, resilience and perseverance in the face of challenge. To listen carefully to others, responding appropriately, and show an ability to follow instructions involving several ideas or actions.
dressing, undressing, healthy, clean, dirty,	feelings, behaviour, sharing, positive, friendship,	rules, goals, confident, challenge, difficult, listening, concentrating

Year 1 – 6

Progression of Programme of Study from PSHE Association Primary Programme Builder - Question-based model

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1					
Relationships What is the same and different about us?	Relationships What makes a good friend?	Relationships How can we be a good friend?	Health and wellbeing What strengths, skills and interests do we have?	Health and wellbeing What makes up our identity?	Health and wellbeing How can we keep healthy as we grow?
Autumn 2					
Relationships Who is special to us?	Relationships What is bullying?	Health and wellbeing What keeps us safe?	Relationships How do we treat each other with respect?	Living in the wider world What decisions can people make with money?	
Spring 1					
Health and wellbeing What helps us stay healthy?	Living in the wider world What jobs do people do?	Relationships What are families like?	Health and wellbeing How can we manage our feelings?	Health and wellbeing How can we help in an accident or emergency?	Living the wider world How can the media influence people?
Spring 2					
Living in the wider world What can we do with money?	Health and wellbeing What helps us to stay safe?	Living in the wider world What makes a community?	Health and wellbeing How will we grow and change?	Relationships How can friends communicate safely?	
Summer 1					
Health and wellbeing Who helps to keep us safe?	Health and wellbeing What can help us grow and stay healthy?	Health and wellbeing Why should we eat well and look after our teeth?	Living in the wider world How can our choices make a difference to others and the environment?	Health and wellbeing How can drugs common to everyday life affect health?	Relationships What will change as we become more independent?
Summer 2					
Living in the wider world How can we look after each other and the world?	Health and wellbeing How do we recognise our feelings?	Health and wellbeing Why should we keep active and sleep well?	Health and wellbeing How can we manage risk in different places?	Living in the wider world What jobs would we like?	

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------

Autumn 1

Relationships What is the same and different about us?	Relationships What makes a good friend?	Relationships How can we be a good friend?	Health and wellbeing What strengths, skills and interests do we have?	Health and wellbeing What makes up our identity?	Health and wellbeing How can we keep healthy as we grow? (<i>Physical Health focus</i>)
--	---	--	---	--	---

Substantive Knowledge

<p>about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>Recognise that some things are private and the importance of respecting privacy;</p> <p>That parts of their body covered by underwear are private</p> <p>to recognise the ways in which they are the same and different to others</p> <p>To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>about growing and changing from young to old and how people's needs change over time from birth to old age.</p>	<p>how people make friends and what makes a good friendship</p> <p>that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>about what is kind and unkind behaviour, and how this can affect others</p> <p>recognise the ways in which they are the same and different to others</p> <p>how to recognise when they or someone else feels lonely</p>	<p>about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties)</p> <p>that the same principles apply to online friendships as to face-to-face relationships</p> <p>that friendships have ups and downs and this is normal</p> <p>about seeking and giving consent in different situations</p> <p>How to debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>to identify personal strengths, skills, achievements and interests</p> <p>understand how personal strengths and skills contribute to a sense of self-worth</p> <p>to recognise positive things about themselves and their achievements</p>	<p>about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>that for some people gender identity does not correspond with their biological sex</p> <p>to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p>	<p>how to make informed decisions about health</p> <p>about the elements of a balanced, healthy lifestyle</p> <p>about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>how regular exercise benefits mental and physical health</p> <p>recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>about the risks and effects of legal drugs common to everyday life including smoking, vaping and energy drinks and their impact on health (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines)</p> <p>recognise that drug use can become a habit which can be difficult to break</p>
---	--	--	---	---	---

Disciplinary Knowledge

<p>to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>to treat themselves and</p>	<p>what to do when they spot someone else who feels lonely</p> <p>simple strategies to resolve arguments between friends positively</p>	<p>the importance of seeking support if feeling lonely or excluded</p> <p>to demonstrate strategies to resolve disputes and reconcile</p>	<p>to recognise their individuality and personal qualities</p> <p>to manage setbacks/perceived failures, including how to re-frame</p>	<p>to recognise their individuality and personal qualities</p> <p>discuss ways in which the internet and social media can be</p>	<p>to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>to recognise early signs of</p>
---	---	---	--	--	---

others with respect; to be polite and courteous	to ask for help if a friendship is making them feel unhappy to treat themselves and others with respect; to be polite and courteous to listen to other people and play and work cooperatively	differences positively and safely that healthy friendships make people feel included; recognise when others may feel lonely or excluded to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background	unhelpful thinking set goals to help achieve personal outcomes	used both positively and negatively to portray people's lives and identities	physical illness to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet to maintain good oral hygiene discuss the importance of taking medicines correctly and using household products safely
---	---	--	---	--	--

private respect unique identity change genitalia	<i>(vocab for genitalia needs focus too, but in that particular lesson rather than in daily review)</i>	friendship loneliness argument behaviour cooperate compromise	friendship excluded similarity difference consent support	positive negative qualities individuality self-esteem resilience	identity equality diversity stereotype individuality attribute	informed influence risk affect balanced habit
---	---	--	--	---	---	--

Autumn 2

Relationships Who is special to us?	Relationships What is bullying?	Health and wellbeing What keeps us safe?	Relationships How do we treat each other with respect?	Living in the wider world What decisions can people make with money?	Health and wellbeing How can we keep healthy as we grow? <i>(Mental Health focus)</i>
---	---	--	--	--	---

Substantive Knowledge

to identify the people who love and care for them and what they do to help them feel cared for about different types of families including those that may be different to their own	that bodies and feelings can be hurt by words and actions; that people can say hurtful things online how people may feel if they experience hurtful behaviour or bullying	where to get advice and report concerns if worried about their own or someone else's personal safety (including online) To know what personal information is and how to safeguard themselves online	about the impact of bullying, including offline and online, and the consequences of hurtful behaviour about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including	about the different ways to pay for things and the choices people have about this to recognise that people have different attitudes towards saving and spending money what influences people's	that mental health, just like physical health, is part of daily life the importance of taking care of mental health recognise that anyone can experience mental ill health;
--	--	--	---	--	---

<p>to identify common features of family life</p>	<p>hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable</p>	<p>recognise different types of physical contact; what is acceptable and unacceptable</p> <p>how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p>	<p>online)</p> <p>why someone may behave differently online, including pretending to be someone they are not</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>about discrimination: what it means</p> <p>recognise different types of physical contact; what is acceptable and unacceptable</p> <p>that everyone, including them, should expect to be treated politely and with respect by others</p>	<p>decisions surrounding money</p> <p>what makes something 'good value for money'</p> <p>to recognise that people make spending decisions based on priorities, needs and wants</p>	<p>that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>
---	---	--	--	--	--

Disciplinary Knowledge

<p>what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>about what is kind and</p>	<p>to identify incidents of bullying and report it.</p> <p>To explain the importance of telling a trusted adult</p> <p>to respond if physical contact makes them feel uncomfortable or unsafe</p>	<p>strategies to respond to unwanted physical contact</p> <p>how to manage pressure from others to do something unsafe or that makes them feel uncomfortable</p> <p>to recognise hazards (including</p>	<p>discuss strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>where to get advice and report concerns if worried about their own or someone else's personal</p>	<p>different ways to keep track of money</p> <p>to identify the ways that money can impact on people's feelings and emotions</p> <p>to explain risks associated with money (e.g. money can be</p>	<p>recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>discuss the benefits of the internet; the importance of balancing time online with other activities; strategies</p>
--	---	---	---	---	---

<p>unkind behaviour, and how this can affect others</p> <p>listen to other people and play and work cooperatively</p> <p>talk about and share their opinions on things that matter to them</p>	<p>use basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>talk about and share their opinions on things that matter to them</p>	<p>fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>discuss the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>explain why keeping personal information private; strategies for keeping safe online</p> <p>what is meant by first aid; basic techniques for dealing with common injuries</p> <p>how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>safety (including online)</p> <p>to demonstrate strategies for recognising and managing peer influence and a desire for peer approval in friendship.</p> <p>To discuss/debate the effect of online actions on others</p> <p>strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>to recognise and challenge discrimination</p> <p>strategies to respond to unwanted physical contact</p> <p>how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves</p> <p>to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>won, lost or stolen) and ways of keeping money safe</p>	<p>for managing time online</p> <p>explain strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>
--	--	---	--	--	--

care families different opinion parents	bullying permission consent uncomfortable acceptable	hazards hazardous substances pressure water safety emergency	behaviour positive negative right responsibility secret	tax account debt credit deduction budget	informed influence risk affect balanced habit
---	--	--	--	---	--

Spring 1

Health and wellbeing What helps us stay healthy?	Living in the wider world What jobs do people do?	Relationships What are families like?	Health and wellbeing How can we manage our feelings?	Health and wellbeing How can we help in an accident or emergency?	Living in the wider world How can the media influence people? (Media reliability focus)
--	---	---	--	---	---

Substantive Knowledge

<p>about what keeping healthy means; different ways to keep healthy</p> <p>that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>understand that jobs help people to earn money to pay for things</p> <p>learn about different jobs that people they know or people who work in the community do</p> <p>explore some of the strengths and interests someone might need to do different jobs</p>	<p>that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>recognise and respect that there are different types of family structure and that families of all types can give family members love, security and stability</p>	<p>recognise that feelings can change over time and range in intensity</p> <p>everyday things that affect feelings and the importance of expressing feelings</p> <p>about change and loss, including death, and how these can affect feelings</p>	<p>what is meant by first aid</p> <p>What is meant by 'Risk'</p> <p>how to identify situations that may require the emergency services - DRSABC</p> <p>know how to contact the emergency services and what to say</p>	<p>recognise ways in which the internet and social media can be used both positively and negatively</p> <p>about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>about how text and images in the media and on social media can be manipulated or invented</p> <p>how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>
---	---	---	---	---	---

Disciplinary Knowledge

<p>practise simple hygiene routines that can stop germs from spreading</p> <p>discuss dental care and the importance of visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p>	<p>to be able to explain what job they might like to do when they are older and say why based on their interests</p>	<p>recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>how to recognise if family</p>	<p>ways of expressing and managing grief and bereavement</p> <p>use a varied vocabulary to use when talking about feelings</p> <p>strategies to respond to</p>	<p>demonstrate practically basic techniques for dealing with common injuries</p> <p>how to respond and react in an emergency situation</p>	<p>Explain and use strategies to evaluate the reliability of sources and identify misinformation</p> <p>how to respond to mixed messages in the media about drugs, including alcohol and smoking/vaping</p>
---	--	---	--	--	---

		relationships are making them feel unhappy or unsafe, and how to seek help or advice	feelings, including intense or conflicting feelings how to manage and respond to feelings appropriately and proportionately in different situations		
healthy harmful hygiene balanced diet mental health	employment strengths interests debate digital devices	same-sex family structure stereotypes relationships family roles	feeling emotion intensity expression proportionate circumstance	severe shock risk reassuring anaphylaxis	influence target manipulate reliability misinformation

Spring 2

Living in the wider world What can we do with money?	Health and wellbeing What helps us to stay safe?	Living in the wider world What makes a community?	Health and wellbeing How will we grow and change?	Relationships How can friends communicate safely?	Living in the wider world How can the media influence people? (Data sharing focus)
--	--	---	---	---	--

Substantive Knowledge

<p>what money is; forms that money comes in; that money comes from different sources and we can spend it and save it</p> <p>that people make different choices about how to save and spend money</p> <p>explore the difference between need and want</p> <p>to know that sometimes people may not always be able to have the things they want</p>	<p>To identify people who we can trust and people who can help us in different places</p> <p>that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>develop understanding of situations when they should ask for permission and also when their permission should be sought</p> <p>about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>to learn about the need for rules and age restrictions that keep us safe</p> <p>understand the role of the internet in everyday life</p>	<p>about the different groups that make up their community; what living in a community means</p> <p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>to be able to discuss and debate issues around community and diversity, respect other people's point of view and constructively challenge those they disagree with</p>	<p>the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>where to get more information, help and advice about growing and changing, especially about puberty</p> <p>that female genital mutilation (FGM) is against British law</p>	<p>how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>about seeking and giving permission (consent) in different situations through exploring scenarios and sharing first-hand accounts</p> <p>about respecting the differences and similarities between people</p>	<p>know of different ways information and data is shared and used online, including for commercial purposes</p> <p>explore the law and general safety rules surrounding distribution of images and why we have them</p> <p>through scenarios and examples, explore content that is appropriate to share and things that should not be shared on social media platforms and on-line generally</p>
---	--	---	---	---	--

	<p>that not all information seen online is true</p> <p>know that household products (including medicines) can be harmful if not used correctly</p> <p>know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>know how to keep safe in the sun and protect skin from sun damage</p>				
--	--	--	--	--	--

Disciplinary Knowledge

<p>demonstrate that money needs looking after carefully and saving is a way of affording things we would like</p> <p>explain how saving might mean not having things right now/making sacrifices</p>	<p>discuss what to do if they feel unsafe or worried for themselves or others</p> <p>explain how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>recognise risk in simple everyday situations/scenarios and explain/demonstrate what action to take to minimise harm</p> <p>identify ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street)</p> <p>demonstrate how to cross the road safely</p> <p>explain how to keep safe online, including what is meant by personal information and</p>	<p>listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>value the different contributions that people and groups make to the community</p>	<p>explain/demonstrate what to do if they think they or someone they know might be at risk of FGM</p> <p>discuss how and why hygiene routines change during the time of puberty</p> <p>explain the importance of keeping clean and how to maintain personal hygiene</p>	<p>explain where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>identify things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>recognising what they have in common with others e.g. physically, in personality or background</p> <p>how to discuss and debate topical issues, respect other people's point of view and</p>	<p>explain what we can do if we are worried about the online safety of yourself or other with regard to a data sharing issue</p> <p>discuss ways to report a data sharing concern</p>
--	---	--	---	---	---

	what should be kept private			constructively challenge those they disagree with	
save need want afford	risk harm personal Information private concerns	community diversity contribute tradition constructive	puberty biological menstruation erection ejaculation hygiene	on-line safety settings harmful well-being consent peer-pressure appropriate / inappropriate	influence target manipulate reliability misinformation

Summer 1

Health and wellbeing Who helps to keep us safe?	Health and wellbeing What can help us grow and stay healthy?	Health and wellbeing Why should we eat well and look after our teeth?	Living in the wider world How can our choices make a difference to others and the environment?	Health and wellbeing How can drugs common to everyday life affect health?	Relationships What will change as we become more independent?
---	--	---	--	---	---

Substantive Knowledge

<p>about the people who help us to stay physically healthy</p> <p>about the people whose job it is to help keep us safe</p> <p>how to respond safely to adults they don't know</p>	<p>about foods that support good health and the risks of eating too much sugar</p> <p>how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>why sleep is important and different ways to rest and relax</p>	<p>about the elements of a balanced, healthy lifestyle</p> <p>about choices that support a healthy lifestyle, and recognise what might influence these</p>	<p>that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>understand that there are human rights and they are there to protect everyone</p> <p>about the relationship between rights and responsibilities</p> <p>To know what discrimination is</p> <p>that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>rules surrounding distribution</p>	<p>to learn about the choices that support a healthy lifestyle, and recognise what might influence these</p> <p>about the risks and effects of legal drugs common to everyday life including smoking, vaping and energy drinks and their impact on health.</p> <p>Recognise that drug use can become a habit which can be difficult to break</p> <p>to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>learn about the organisations</p>	<p>that people may be attracted to someone emotionally, romantically and sexually</p> <p>that people may be attracted to someone of the same sex or different sex to them</p> <p>that gender identity and sexual orientation are different</p> <p>about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>that people who love and care for each other can be in a</p>
--	--	--	---	--	---

			of images on social media and other digital ways ways of carrying out shared responsibilities for protecting the environment in school and at home	that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	committed relationship (e.g. marriage), living together, but may also live apart that a feature of positive family life is caring relationships about the different ways in which people care for one another
--	--	--	---	---	---

Disciplinary Knowledge

about what to do if there is an accident and someone is hurt how to get help in an emergency (how to dial 999 and what to say)	different ways to keep healthy recognising the importance of knowing when to take a break from time online or TV	recognise that habits can have both positive and negative effects on a healthy lifestyle how to recognise early signs of physical illness risks associated with not eating a healthy diet including tooth decay. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	ways of responding to discrimination if witnessed or experienced the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others to identify behaviours/ actions which discriminate against others how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) recognise things appropriate to share and things that should not be shared on social media	discuss habits and how they can have both positive and negative effects on a healthy lifestyle	demonstrate/discuss problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
---	---	--	--	--	---

help unsafe emergency safe	sun damage screen time tooth decay plaque dental health	lifestyle balanced positive negative affect	responsibility choices impact understand personal	drugs medication habit affect effect	commitment attraction declaration constructive challenge
-------------------------------------	---	---	---	--	--

Living in the wider world How can we look after each other and the world?	Health and wellbeing How do we recognise our feelings?	Health and wellbeing Why should we keep active and sleep well?	Health and wellbeing How can we manage risk in different places?	Living in the wider world What jobs would we like?	Relationships What will change as we become more independent? CONTINUED
Substantive Knowledge					
<p>about the different groups they belong to</p> <p>about the different roles and responsibilities people have in their community</p> <p>that everyone has different strengths</p>	<p>a range of words to describe feelings</p> <p>about different feelings that humans can experience</p> <p>how feelings can affect people's bodies and how they behave</p> <p>about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>that it is important to ask for help with feelings</p> <p>about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>to understand how to disagree respectfully and respect other people's point of view</p>	<p>about the elements of a balanced, healthy lifestyle</p> <p>about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile)</p> <p>how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p>about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>reasons for following and complying with regulations and restrictions (including age restrictions)</p> <p>how age restrictions promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face</p> <p>risks of communicating online with others not known face-to-face</p>	<p>about stereotypes; how they can negatively influence behaviours and attitudes towards others</p> <p>about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>that some jobs are paid more than others and money is one factor which may influence a person's job or career choice</p> <p>that people may choose to do voluntary work which is unpaid</p> <p>about some of the skills that will help them in their future careers e.g. teamwork,</p>	<p>to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>about the processes of reproduction and birth as part of the human life cycle</p> <p>how babies are conceived and born (and that there are ways to prevent a baby being made)</p> <p>how babies need to be cared for</p> <p>about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>about the new opportunities and responsibilities that increasing independence may bring</p> <p>how friendships can change over time, about making new friends and the benefits of having different types of friends</p>

				communication and negotiation to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	
Disciplinary Knowledge					
<p>how people and other living things have different needs; about the responsibilities of caring for them</p> <p>things they can do to help look after their environment</p>	<p>different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>how to recognise and name different feelings</p> <p>how to recognise what others might be feeling</p> <p>recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>recognise when they need help with feelings</p>	<p>recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>how to recognise early signs of physical illness</p> <p>risks associated with not eating a healthy diet including obesity.</p>	<p>how to predict, assess and manage risk in different situations</p> <p>strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others</p> <p>what to do if frightened or worried by something seen or read online</p> <p>how to report concerns, inappropriate content and contact</p>	<p>strategies for challenging stereotypes</p> <p>to identify the kind of job that they might like to do when they are older</p>	<p>problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
<p>polite kind / unkind environment care grow changes</p>	<p>experience feelings change agree / disagree</p>	<p>physical activity influences health and well-being healthy routines positive effects negative effects</p>	<p>rule law consequence peer pressure concern inappropriate</p>	<p>career voluntary attributes stereotype ambitious</p>	<p>reproduction conception transition (<i>broad, not gender-based</i>) constructive challenge topical</p>

Explicit teaching surrounding the 9 Protected Characteristics

1. Age

Appears in:

- **EYFS** – Growing and changing; understanding needs change from young to old
- **Year 1 Autumn 1** – “growing and changing from young to old”
- **Year 4 Spring 2** – Puberty and physical/emotional changes
- **Year 6 Summer 1** – Independence and growing up

How it is addressed: Understanding life stages, changing needs, and development.

2. Disability

Appears in:

- **EYFS** – Inclusion, equal access, adapting for language and developmental needs
- **Year 3 Spring 2** – Community diversity; valuing differences
- **Year 4 Autumn 2** – Respect, boundaries, discrimination
- **Year 5 Autumn 1** – Identity, diversity, stereotypes
- **Year 6 Autumn 2** – Mental health as part of wellbeing

How it is addressed: Respecting differences, understanding diverse needs, recognising discrimination, mental health as part of health.

3. Gender Reassignment

Appears in:

- **Year 5 Autumn 1** – “for some people gender identity does not correspond with their biological sex”
- **Year 3 & 4** – Respecting differences and similarities
- **Year 6** – Identity, online representation, respect

How it is addressed: Understanding gender identity, respecting people’s identities, challenging stereotypes.

4. Marriage and Civil Partnership

Appears in:

- **Year 3 Spring 1** – “people who love and care for each other can be in a committed relationship (e.g. marriage)”
- **Year 1 Autumn 2** – Different types of families
- **Year 4 Autumn 2** – Boundaries, respect, appropriate relationships

How it is addressed: Understanding marriage as one type of committed relationship; recognising diverse family structures.

5. Pregnancy and Maternity

Appears in:

- **Year 4 Spring 2** – Puberty, menstruation, biological changes
- **Year 6 Summer 1** – Growing independence and life changes
- **EYFS** – Families and caring roles

How it is addressed: Biological changes, family roles, understanding how families grow.

6. Race

Appears in:

- **EYFS** – Respecting differences
- **Year 3 Spring 2** – Diversity in communities
- **Year 4 Autumn 2** – Discrimination
- **Year 5 Autumn 1** – Identity (ethnicity as part of identity)

How it is addressed: Valuing diversity, understanding community, recognising discrimination.

7. Religion or Belief

Appears in:

- **EYFS** – Understanding differences in families and beliefs
- **Year 3 Spring 2** – Community diversity
- **Year 4 Autumn 2** – Respect, discrimination
- **Year 5 Autumn 1** – Identity (faith as part of identity)

How it is addressed: Respecting beliefs, valuing diversity, understanding community.

8. Sex

Appears in:

- **Year 1 Autumn 1** – Naming body parts including genitalia
- **Year 4 Spring 2** – Puberty, menstruation, erections, wet dreams
- **Year 5 Autumn 1** – Gender identity vs biological sex
- **Year 6 Summer 1** – Independence and physical health

How it is addressed: Biological sex, puberty, body autonomy, consent.

9. Sexual Orientation

Appears in:

- **Year 3 Spring 1** – “people who love and care for each other... may live together or apart” (inclusive of same-sex families)
- **Year 3 Spring 1 vocabulary** – “same-sex family structure”
- **Year 4 Autumn 2** – Respect, discrimination
- **Year 5 Autumn 1** – Identity and diversity

How it is addressed: Understanding different family structures, respecting relationships, challenging discrimination.