



WILDGROUND FEDERATION

PSHE Policy

UNCRC Article 29 – ‘Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.’

Rationale

Personal, Social, Health and Economic Education (PSHE) is a vital component of the overarching curriculum at Wildground School, designed to cultivate our students' emotional wellbeing, interpersonal skills, and understanding of the world around them. This policy outlines our approach to delivering PSHE in alignment with the Idecision scheme (continuously updated) and expectations set forth by Ofsted.

It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community; we provide our pupils with a comprehensive enrichment programme through the Idecision framework. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning. The principles of positive and healthy relationships also applies online. Teachers will address online safety and appropriate behaviour online when discussing relationships in a way that is relevant to the pupils' lives.

At Wildground Federation we regard PSHE and Citizenship important throughout our curriculum and within our values through our day-to-day dealings with children and adults. We provide a broad and balanced curriculum, ensuring that it;

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, mentally, emotionally and physically. Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.
- Foster digital literacy and a sense of responsibility online.
- Promote British values such as democracy, the rule of law, individual liberty, and respect for diversity.
- Equip students with the skills to make informed choices and to navigate a complex world

Throughout our curriculum, we will present the diversity of family life taking care to ensure there is no stigmatisation of children based on their home circumstances (families can include: single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, parents/carers with disabilities and BAME families amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: 'looked after children' or 'young carers').

Definition of PSHE and Relationship Education

PSHE gives pupils the knowledge, skills, and attributes they need to maintain solid healthy relationships, keep themselves healthy and safe (both physically and mentally) and to prepare them for life and work in modern Britain and the World.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including: • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe

Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025 has introduced the following topics aimed at providing learners with skills and strategies to live and grow in modern-day Britain. These include:

- Personal safety • Online safety • Mental health and wellbeing • Grief and bereavement

Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children's and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health education compulsory in all schools.

In July 2025, the Department for Education published Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers. This document confirms that Relationship Education and Health Education remains compulsory for all primary-aged children.

One of its newly introduced, guiding principles is that correct anatomical terminology must be explicitly used and taught within the primary PSHE curriculum. This aligns with best practices for safeguarding and is aimed at supporting children to identify and report instances of abuse. Furthermore, previous strict age limits on certain areas of the curriculum have been removed. Schools are now trusted to use professional judgement on when to introduce sensitive topics, provided they remain age-appropriate.

Policy Availability

The PSHE and RSE Policies have been shared with all of our families and are also available to parents and carers on the school's website and the PSHE scheme of work (incorporating RSE) is also on the website. If you require this policy in a different format please contact the office.

Aims and Objectives

At Wildground Federation we follow the Idecision framework which demonstrates appropriate subject knowledge, skills and understanding to fulfil the new PSHE three strands;

- health and wellbeing,
- relationships
- and living in the wider world.

It ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online so that they grow into contributing young citizens. In an ever-changing world, it will be important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these factors.

Throughout their time at Wildground Federation children will be given opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities and to understand themselves as a person. They will also develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

Intended Outcomes

At Wildground Federation, PSHE is taught weekly through the I decision framework. Every half term, the children will learn about one or two of the 3 key strands of PSHE. I decision breaks the 3 key strands into 8 blocks which children cover over the course of the year.

Take a look at the parent zone for I decision here: <https://www.Idecision.co.uk/resources/parent-carer-zone> and the kids zone here: <https://www.Idecision.co.uk/resources/kids-zone>

Lessons involve videos, class discussions, workbooks, interactive activities and group activities. Evidence of the work completed is gathered into pupils' books so that the focus is on the discussions and the children's understanding of what is taught and not on the written aspects in support of those with SEND. As needed, support is provided to children when they find particular topics more challenging, in which the children can share any concerns, whether they arise from lessons or from something else. Teachers will ensure that pupils should aim to know how to report concerns and seek advice when they suspect or know that something is wrong.

However, PSHE cannot always be confined to specific timetabled time, so we also cover it in other subjects/curriculum areas, specialised assemblies, PSHE and Citizenship activities and school events, Pastoral care and guidance as well as visiting speakers.

Involving Parents and Carers and the Wider Community

At Wildground Federation, we work in partnership with parents and guardians on our PSHE curriculum. We believe clarity is essential and welcome any discussion with parents and guardians which will inform conversations at home about relationships. We believe that together we can address misconceptions they may have gained about these topics from the media or from their peers.

One of the guiding principles outlined within the statutory guidance document Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025 is engagement and transparency with parents as central to delivering an effective RSE curriculum. We fully endorse and support this statement, aiming to always be open and transparent with what is being taught in our curriculum.

This is achieved by regularly sharing our current schemes of learning through the publication of our PSHE and RSE policies and our RSE and PSHE curriculum overviews for EYFS, KS1 and KS2 (including both I Decision and No Outsiders) on our school website. These are reviewed, updated and shared at the start of each academic year, with any additions added later being shared at the time they are introduced. Every half-term, Curriculum Overviews are also sent directly to parents and guardians, with accompanying reminders on our school Facebook and twitter pages.

If any parent or guardian has any queries or concerns about the subject content or delivery of any aspect of PSHE, then they should ask to speak to the PSHE Co-ordinator or the Head who will be able to provide more specific information on curriculum and resources that are used to teach the curriculum.

Creating a Safe and Supportive Learning Environment

We will ensure a safe learning environment by providing continual staff training. Teachers and children will agree on ground rules at the beginning of each academic year, and these will be revisited through specific topics.

Teaching strategies using distancing techniques will be used, such as being in a role play. This allows pupils to explore their feelings safely. Pupils will always be signposted to staff they can talk to and external agencies when required.

Staff know children well and will be aware if issues might arise during particular topics. In this instance, staff will inform specific children – and parents if appropriate – verbally beforehand. If a child feels uncomfortable or sensitive about a topic, they will be encouraged to speak to either their teacher or another member of staff. If appropriate, other arrangements will be made for that child for that lesson.

Since July 2015, schools and a range of other public bodies have a legal responsibility to give due regard to the need to prevent children and young people from being drawn into terrorism. This is known as the Prevent duty and is part of the schools wider safeguarding.

Wildground Federation has a clear policy in place for protecting children at risk of radicalisation. This can be found on the school website and is part of the schools overarching safeguarding policy. Our PSHE curriculum supports our ability to fulfil our responsibility as laid out in the PREVENT Duty.

Entitlement and Equality of Opportunity

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision. Our PSHE education provision is accessible to every pupil, although parents have a right to withdraw their children from those parts of Sex Education not within the national curriculum science programmes of study.

From September 2020, RSE will be statutory for all children, in all state and independent primary schools. This means that parents and guardians cannot withdraw their child from these lessons that are based around building healthy relationships and health education. However, they will be able to request that their child is withdrawn from lessons about Sex Education taught as part of RSE, which are not statutory objectives covered in the National Curriculum's Science programme of study. For more information about this, please see the school's RSE policy

Learning and Teaching

Principles and Methodology

Interactive and Engaging Lessons: We utilize a range of teaching methods including group discussions, role plays, and multimedia resources to engage pupils effectively.

Differentiation: Lessons are tailored to accommodate various learning styles and needs, ensuring inclusivity for all students.

Assessment for Learning: Continuous assessment through formative evaluation allows for personalised feedback and ensures every student is supported in their learning journey.

Resources and Training

Comprehensive PSHE resources are regularly updated through I decision and include materials from reputable organisations.

Staff training sessions are conducted annually to ensure all teachers are equipped with the necessary knowledge and skills to deliver high-quality PSHE education.

A wide range of teaching and learning styles are evident in lessons and emphasis is placed on active learning to support SEND. Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that children are able to participate in an open and friendly manner where classroom expectations of behaviour have been agreed. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life

Planning

Early Years Foundation Stage:

In the EYFS, PSHE is encouraged through the 'Personal, Social and Emotional Development' strand of the curriculum. Within the EYFS, PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities. Early years also have access to the I decision framework and include some of the 'dilemma drops' which are great topic points for discussions. Each drop is a different colour, which represents an emotion for children to relate to. For example, 'Blue has forgotten her lunch'

KS1 and KS2: (See Appendix 1)

Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including: • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe

The long-term overview is structured around those fundamental building blocks. These have then been broken down into 8 smaller blocks. It shares the learning taking place in each half term with any prior learning also linked from what has been covered in other PSHE topics beforehand. The I decision framework is taught with engaging and interactive videos that the children enjoy, thoughtful questions to debate and incite discussions and worksheets where children can share their ideas through writing or drawing. Depending on tasks, photos are also often taken to document the children's learning.

Timetabling

At Wildground federation, PSHE is delivered in a number of different ways to pupils to enhance class-taught lessons. This includes:

- Focussed assemblies covering particular themes
- Planned lessons, as outlined in our curriculum document, carried out once per week delivered by class teachers or other cover supervisors e.g. PPA staff etc.
- Integration into other lessons such as Literacy, Geography etc.

Monitoring and evaluating

At Wildground Federation, teachers integrate effective AfL in all areas of the curriculum. In PSHE, this specifically involves:

- Assessing all children's starting point during the first lesson on a topic as baseline
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning, this will not necessarily be literacy based.
- Implementing assessment-based planning so that lessons consistently meet children's needs
- Using self and peer assessment to involve children in understanding their own learning and next steps
- Completing our school assessment tracker
- Class teacher will also discuss observations with parents both informally, (as the need arises) as well as at Parents Evenings.
- Learning walks of PSHE lessons will be conducted by senior leadership to ensure consistency and quality.
- Feedback Mechanisms: Student and parent feedback will be collected to inform adjustments and improvements to the curriculum.

Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Teaching Responsibility and Staff Training

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances which staff are well equipped to do. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Staff ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them. Staff who deliver the PSHE and RSE curriculum will critically reflect on their teaching and best practice can be shared at training sessions or staff meetings. The PSHE Co-ordinator will have regular informal meetings each term to monitor planning and pupils' work to help provide further relevant training opportunities. Lesson observations are also undertaken as part of regular learning walks and drop-in sessions.

Confidentiality, Handling Disclosures, Managing Difficult questions

At Wildground Federation, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no child or teacher will have to answer personal questions or be forced to take part in discussions). For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given. In the classroom context, distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In line with the school's Safeguarding Policy, Wildground Federation is committed to safeguarding and promoting the welfare (both physical and emotional) of every child both inside and outside of the school premises. We implement a proactive whole-school approach to managing safeguarding concerns, ensuring that the wellbeing of children is at the forefront of all action taken.

All staff will exercise their professional judgement in order to keep children safe. Ground rules are agreed within PSHE sessions for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the children, will be treated in confidence where possible. However, children will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue which indicates the child is at risk, as with all such instances the teacher will inform the Designated Safeguarding Lead (DSL) or Deputy in accordance with Wildground Federation's Safeguarding Policy.

Any visiting external speakers are required to talk through their workshop/presentation prior to their arrival with the class teacher. All speakers are required to agree to the visitor's regulations and inform a member of staff about any disclosures. A speaker will not be left alone with any children, or in a room without a member of staff at any point during their visit.

At Wildground we want children to feel safe to ask questions. Questions are a sign of a great learner. We want the children to be able to gain accurate, age-appropriate information to their answers rather than seek the information from potential unreliable sources. Staff at Wildground are prepared for difficult questions and will answer any in a best-suited manner. Staff will thank children for the questions and check they have understood what the child is asking. A factual and age-appropriate answer will be given.

Links to other School Policies and Areas of the Curriculum

This policy links closely with other school policies on:

Sex and Relationships Education
Collective Worship
Behaviour and Anti-Bullying
E-safety and Acceptable Use
Equality and Opportunities
Peer on Peer Abuse

By the end of Primary School: (from the Relationships Statutory guidance – Primary 2021)

Relationships

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Mental health and well being

Mental well-being

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. DRAFT 33
 - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available

Internet and safety harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical fitness and healthy eating

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.
- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and health preventions

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to immunisation and vaccination

Changing adolescent bodies

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Wildground Federation – PSHE Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Through the use of PLODs, children explore relationships and ways to keep safe					
Year R	- Understand what privacy is and respecting the privacy of our peers - Understand why it is important to share and begin to share with others - Understand why we need rules and learn what our schools Golden Rules are - Develop an awareness that everyone is different - Understand the importance of “good listening” Build relationships with adults and children in the classroom		- Understand that when having a conversation, it is important to wait for our turn to talk - Begin to communicate how they are feeling and recognise how others might be feeling - Understand how to keep themselves and others safe Develop a sense of community and belonging- being a pupil at Wildground School/ being part of Tiger or Monkey class.		- Independently resolve conflict peacefully with peers - Wait their turn in conversation and respond appropriately to what is being said to them - Begin to show resilience and perseverance when facing challenge Have confidence in their own ability.	
KS1						
Year 1	Keeping and staying healthy: Washing hands -State why we need to wash our hands -Discuss how germs are spread and how they can affect our health -Show how to practise washing your hands -Know the differences between healthy and unhealthy choices Relationships:	Being responsible: Water spillage/preventing accidents -Know how you can help people around you if an accident has happened -Give examples of the types of things you are responsible for to avoid an accident -Know how and understand the importance of preventing accidents	E-Safety: Online bullying -Tell how your online activity can affect others -Give examples of the positives and negatives of using technology -Know who and how to ask for help if you are or someone you know is being cyber-bullied -Recognise kind and unkind comments (Link to Computing)	Keeping/staying safe: Road safety -Follow instructions to keep safe near roads. -Show how to cross a road safely. - State why it is important to stay safe when crossing the road -Recognise a range of safe places to cross the road -Ask basic questions about the differences between safe and risky choices	Fire safety special: Hoax calling -Know what a ‘hoax call’ is and why it can be risky -Discuss why our emergency services are an important part of our community -Show and practise simple ways of staying safe and finding help -Recall the differences between safe and risky choices	Our World: Growing in our world -Discuss the needs of a baby -State what you can do for yourself now you are older -Describe the common features of family life -Tell the ways in which your family is special and unique (Link to science)

	Friendships -Describe how to be a good friend -Recognise kind and thoughtful behaviours -Recognise the importance of caring about other people's feelings -Discuss a situation from another person's point of view	-Recognise the differences between being responsible and being irresponsible		-Record/illustrate different ways to help us stay safe	Feelings: Jealousy -Recognise and name the feeling jealousy and know when they might feel it -Know the difference between pleasant and unpleasant emotions and be able to list them -Recall a range of skills for coping with unpleasant/uncomfortable emotions -Show that feelings can be communicated with and without words	
	Prior learning Keeping staying/healthy EYFS – PSED Personal hygiene – modelled by adults EYFS – EA and D Singing songs to go with routines Friendships EYFS – PSE Develop friendships with other children Future learning Keeping staying/healthy Year 2 – Medicine Year 3 – Healthy eating Year 5 – Smoking Year 6 – Alcohol	Prior learning Being responsible EYFS – UTW Carefully planting/watering Future learning Year 2 – Helping someone in need Year 3 – Stealing Year 4 – Coming home on time Year 5 – Looking out for others	Prior learning E-Safety EYFS – UTW Encouragement to look at online resources Future learning Online Bullying Year 2 – Computer Safety Year 2 – Image sharing Year 3 – making friends online Year 4 – Online bullying	Prior learning Keeping/Staying safe EYFS – PSED Being a safe pedestrian EYFS – Literacy Pointing out and exploring road signs Future learning Keeping/Staying safe Year 2 – Tying shoe laces Year 3 – Staying Safe Year 3 – Leaning out of windows Year 4 – Cycle safety Year 5 – Peer pressure	Prior learning Feelings EYFS – CL Discuss character's feelings from stories EYFS – PSED Supporting children in finding ways to manage feelings Expressing feelings using key words. Future learning Fire Safety Year 3 – Enya and Deedee visit the fire station Feelings	Prior learning Our world EYFS – UTW Make connections between their family and others Future learning Our world Year 2 – The working world Year 3 – Looking after our world

			Year 5 – image sharing Year 6 – making friends online	Year 6 – Water safety	Year 2 – Worry and Anger Year 3 – Grief and loss Year 4 – Jealousy Year 5 - Anger	Year 4 – A world without judgement – Breaking down barriers Year 5 – A world without judgement - Inclusion and Acceptance Year 6 - A world without judgement –British Values
Year 2	Feelings and emotions: Anger -Share and evaluate emotions and their physical effects with relation to anger -Explain the difference between pleasant and unpleasant emotions -Demonstrate a range of skills for coping with unpleasant/uncomfortable emotions -Demonstrate that feelings can be communicated with and without words Keeping/staying safe: Tying shoe laces -Know the reasons to make sure your laces are tied -Investigate how to tie up laces properly -Generate rules to keep yourself and others safe -Rate the differences between safe and risky choices	Relationships: Bullying -Name and discuss a range of feelings within relation to bullying -Debate why we should care about other people's feelings -Outline and understand bullying behaviours -Summarise how to cope with these bullying behaviours - Create a poster on bullying using STOP acronym Keeping/staying healthy: Medicine -Debate, understand, and be able to practise simple safety rules about medicine -Argue and discuss when it is safe to take medicine -Conclude who we can accept medicine from -Assess the differences between healthy and unhealthy choices	Our world: The working world -Classify different ways we can receive money -Summarise how to keep money safe -Describe the skills you may need in a future job or career -Compare the differences between wants and needs in order to use money safely Keeping/staying healthy: Brushing your teeth -Explain why we need to brush our teeth -Deduce the best way on brushing your teeth -Devise a range of strategies to help you remember to brush your teeth when you forget, are tired, or busy	Computer safety: Computer safety -Judge how your online activity can affect others - Name positives and negatives of using technology -Discuss who and how to ask for help -Select rules for keeping and staying safe -Design a computer safety poster that compares positives and negatives (link to computing) Being responsible: Helping someone in need -Generate ideas on how you can help other people -Recognise kind and thoughtful behaviours and actions -Investigate the risks of talking to people you don't know very well in the community -Identify and discuss the differences between	Relationships: Body language -Prove that feelings can be shown without words -Imagine a situation from another person's point of view -Validate why it is important to care about other people's feelings Computer safety: Image sharing -Infer how your online actions can affect others -Assess the risks of sharing images without permission -Predict and examine the types of images that you should and should not post online (link to Computing)	Feelings and emotions: Worry -Generate emotions and their physical effects in relation to feeling worried -Recommend a range of skills for coping with unpleasant/uncomfortable emotions for worry -Demonstrate and explain that feelings can be communicated with and without words Being responsible: Practice makes perfect -Recall ways you can improve in an activity or sport -Summarise the importance of trying hard and not giving up -Investigate the benefits of practising an activity or sport -Create set goals and work to reach them

				being responsible and being irresponsible when helping others		
	Prior learning Feelings EYFS – PSED Conversations on emotions Year 1 – Jealousy Keeping/Staying safe Year 1 – Road Safety Future learning Feelings Year 3 – Grief and loss Year 4 – Jealousy Year 5 – Anger Keeping/Staying safe Year 2 – Tying shoe laces Year 3 – Staying Safe Year 3 – Leaning out of windows Year 4 – Cycle safety Year 5 – Peer pressure Year 6 – Water safety	Prior learning Relationships EYFS – PSED Conversations about friends Year 1 – Friendships Keeping/Staying healthy Year 1 – Washing hands Future learning Relationships Year 3 – Touch Relationships change to growing and changing Year 4 – Appropriate touch Year 5 – Puberty Year 6 – conception Keeping/Staying healthy Year 3 – Healthy eating Year 4 – Healthy living Year 5 – Smoking Year 6 – Alcohol	Prior learning Our world EYFS – learning through play (shops etc) Year 1 – Growing in our world Keeping/Staying healthy EYFS – PSED How to take care of ourselves Year 1 – Washing hands Future learning Our world Year 3 – Looking after our world Year 4 – A world without judgement – Breaking down barriers Year 5 – A world without judgement - Inclusion and Acceptance Year 6 – A world without judgement –British Values Keeping/Staying healthy Year 3 – Healthy eating Year 4 – Healthy living Year 5 – Smoking Year 6 – Alcohol	Prior learning Computer safety EYFS – opportunities to use technology Year 1 – online bullying Being Responsible EYFS – PSED The wider world conversations Year 1 – Friendships Future learning Computer safety Year 3 – making friends online Year 4 – online bullying Year 5 – image sharing Year 6 – making friends online Being Responsible Year 3 – Stealing Year 4 – Coming home on time Year 5 – Looking out for others	Prior learning Relationships EYFS – CI Communicating feelings through body language Year 1 – friendships Image sharing EYFS – opportunities to use technology Year 1 – online bullying Future learning Relationships Year 3 – Touch Relationships change to growing and changing Year 4 – Appropriate touch Year 5 – Puberty Year 6 – conception Computer Safety Year 3 – making friends online Year 4 – online bullying Year 5 – image sharing Year 6 – making friends online	Prior learning Feelings EYFS – PSED/ CI Conversations on emotions Year 1 – Jealousy Being Responsible EYFS – PSED The wider world conversations Year 1 – Friendships Future learning Feelings Year 3 – Grief/loss Year 4 – Jealousy Year 5 – Anger Being Responsible Year 3 – Stealing Year 4 – Coming home on time Year 5 – Looking out for others
KS2						

Year 3	Being Responsible: Stealing -Record the differences between borrowing and stealing -Describe how you might feel if something of yours is borrowed and not returned -Express why it is wrong to steal -Discuss the differences between being responsible and irresponsible with items that belong to your or not	Computer Safety: Making friends online -Identify possible dangers and consequences of talking to strangers online -Give examples of how to keep safe in online chatrooms -Compare the positives and negatives of using technology -Describe the difference between safe and risky choices online (link to Computing) Fire safety -Show my knowledge of fire safety to others -Know that even small fires can be very dangerous -Know how to help others stay safe -State how our actions and choices can affect others	Feelings and emotions: Grief/Loss -Recognise and name emotions and their physical effects related to grief and loss -State a range of skills for coping with unpleasant/uncomfortable emotions -Express that feelings can be communicated with and without words Keeping staying safe: Leaning out of windows -Recognise signs of danger in the home e.g. hot pans, knives etc -Ask basic questions about the dangers we may find at home -Know the importance of listening to our trusted adults -List ways we can keep ourselves and others safe at home	Keeping staying healthy: Healthy Eating -Know that food is needed for our bodies to be healthy and to grow -Describe that some foods are better for good health than others -List different types of healthy food -Understand how to keep yourself and others healthy -Know the differences between healthy and unhealthy choices	Keeping staying safe: Staying safe -Know ways to keep yourself and others safe in unfamiliar environments -Recognise and make observations on risky environments or situations -Identify trusted adults around you - Explain the differences between safe and risky choices	Our World: Looking after our world -Discuss the meaning of reduce, reuse, and recycle -Recognise how we can help look after our planet Ask basic questions about how to reduce the amount of water and electricity we use -Give examples of how we can reduce our carbon footprint Relationships: Touch -State the difference between appropriate and inappropriate touch -Know why it is important to care about other people's feelings -Express personal boundaries -Know who and how to ask for help -Name human body parts
	Prior learning Being Responsible Year 1 – Water spillage Year 2 – Practice makes perfect Year 2 – Helping someone in need	Prior learning Computer Safety EYFS – opportunities to use technology Year 1 – online bullying Year 2 – Computer Safety and Image sharing Fire Safety Year 1 – Hoax calling	Prior learning Feelings EYFS – PSED/ CI Conversations on emotions Year 1 - Jealousy Year 2 – Anger and Worry Keeping/Staying safe	Prior learning Keeping/Staying healthy Year 1 – washing hands Year 2 – brushing teeth Year 2 - medicine	Prior learning Keeping/Staying safe Year 1 – road safety Year 2 – shoe laces	Prior learning Our world EYFS – learning through play (shops etc) Year 1 – Growing in our world Year 2 – Working world Relationships Year 1 – Friendships

	<u>Future learning</u> Being Responsible Year 4 – Coming home on time Year 5 – Looking out for others	<u>Future learning</u> Computer Safety Year 4 – online bullying (Autumn 2) Year 5 – image sharing (Summer 2) Year 6 – making friends online (Autumn 1) Fire Safety changes to First aid in Year 4,5,6	Year 1 – Road Safety Year 2 – Shoe laces <u>Future learning</u> Feelings Year 4 – Jealousy (Spring 2) Year 5 – Anger (Autumn 1) Keeping/Staying safe Year 4 – Cycle Safety Year 5 – Peer pressure Year 6 – Water safety	<u>Future learning</u> Keeping/Staying healthy Year 4 – Healthy living Year 5 – Smoking Year 6 – Alcohol	<u>Future learning</u> Keeping/Staying safe Year 4 – Cycle Safety Year 5 – Peer pressure Year 6 – Water safety	Year 2 – body language Year 2 - Bullying <u>Future learning</u> Our world Year 4 – A world without judgement – Breaking down barriers Year 5 – A world without judgement - Inclusion and Acceptance Year 6 - A world without judgement –British Values Relationships change to growing and changing Year 4 – Appropriate touch Year 5 – puberty Year 6 – Conception
Year 4	Keeping staying healthy: Healthy living -Explain what is meant by a balanced diet and plan a balanced meal -Discuss how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older - Analyse nutritional information on packaged food and explain what it means -Generate different ways to maintain a healthy lifestyle	Computer Safety: Online bullying -Discuss the key values that are important in positive online relationships -Discover the feelings and emotions that may arise from online bullying -Create coping strategies to use if we or someone we know is being bullied online –Outline how and who to ask for help (Link to computing)	Being responsible: Coming home on time -Explain the importance of behaving in a responsible manner in a range of situations -Justify a range of situations where being on time is important -Explain the importance of having rules in the home - Outline ways that behaviour can be seen to be sensible and responsible	Feelings and emotions: Jealousy -Discuss our thoughts, feelings, and emotions, and compare the differences between those that feel good and those that feel not so good -Demonstrate how we can support others who feel lonely, jealous, or upset -Argue that we can choose how we act on our emotions and understand that our choices and actions can	Keeping/staying safe: Cycle Safety -Generate strategies we can use to keep ourselves and others safe -Assess the impact and possible consequences of an accident or incident -Summarise what is a risky choice -Create a set of rules for and identify ways of keeping safe	Growing and changing: Appropriate touch -Classify the different types of relationships we can have and describe how these can change as we grow -Explain how our families support us and how we can support our families -Judge how relationships can be healthy or unhealthy -Explain how to ask for help and identify who can help us if a relationship

	(Link to Science and DT)		The working world: Chores at home -Compare ways in which we can help those who look after us -Explain the positive impact of our actions – Evaluate the ways in which we can contribute to our home, school, and community -Predict and evaluate the skills we may need in our future job roles	affect ourselves and other people -Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy	First aid To gain a deeper understanding of basic first aid. (Asthma and Anaphylactic Shock)	makes us feel uncomfortable A world without judgement: Breaking down barriers -Discuss positive attributes in others -Explain why being different is okay -Choose your own strengths and goals, and understand that these may be different from those around you -Devise some of the ways we can overcome barriers and promote equality
	Prior learning Keeping/Staying healthy Year 1 – Washing Hands Year 2 – Brushing Teeth Year 2 – Medicine Year 3 – Healthy eating	Prior learning Computer Safety Year 1 – Online bullying Year 2 – Image sharing Year 2 – Computer safety documentary Year 3 – Making friends online	Prior learning Being Responsible Year 1 – Water spillage Year 2 – Practice makes perfect Year 2 – Helping someone in need Year 3 – Stealing Our World Year 1 – Growing in our world Year 2 – Living and Working in our world Year 3 – Looking after our world	Prior learning Feelings Year 1 – Jealousy Year 2 – Worry and Anger Year 3 – Grief and loss	Prior learning Keeping/Staying safe Year 1 – Road safety Year 2 – Shoe laces Year 3 – Staying safe and leaning out of windows	Prior learning Growing and changing Year 1 – Friendships Year 2 – body language Year 2 - Bullying Year 3 – Touch A world without judgement
	Future learning Keeping/Staying healthy Year 5 – Smoking Year 6 – Alcohol	Future learning Computer Safety Year 5 – Image sharing Year 6 – Making friends online	Future learning Being Responsible Year 5 – Looking out for others	Future learning Feelings Year 5 – Anger	Future learning Keeping/Staying safe Year 5 – Peer pressure Year 6 – Water safety	Future learning Growing and changing Year 5 – puberty Year 6 – Conception

			Our World Year 5 – Enterprise Year 6 – In-app purchases		First aid Year 5 – Basic life support Year 6 – Head injuries, severe bleeding, minor burns and scalds and fractures.	A world without judgement Year 5 – Inclusion and Acceptance Year 6 - British Values
Year 5	Keeping staying/safe: Peer pressure -Give examples of strategies we can use to keep ourselves and others safe -Recognise ways to manage peer pressure -Describe the potential outcomes that may happen when we take risks -Recognise the impact and possible consequences of an accident or incident Keeping staying/healthy: Smoking -Report some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. -Describe how smoking can affect your immediate and future health and wellbeing -Give reasons why someone might start and continue to smoke • Recall and use skills and strategies to resist any pressure to smoke Feelings and emotions: Anger -Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant -State how feelings can be communicated with or without words -Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people -Show a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger	A world without judgement: Inclusion and acceptance -Express some of the ways in which we are different and unique -Define some of the elements which help us to have a diverse community -Describe strategies to overcome barriers and promote diversity and inclusion	Being responsible: Looking out for others -Recognise why we should take action when someone is being unkind -Describe caring and considerate behaviour, including the importance of looking out for others -Show why it is important to behave in an appropriate and responsible way -Give examples of how making some choices can impact others’ lives in a negative way	The working world: Enterprise -Know and explain why people might want to save money -List ways in which you can help out at home -Discuss and budget for items you would like to buy -Recognise ways to make money and the early stages of enterprise First Aid To gain a deeper understanding of basic first aid. (Basic Life Support)	Growing and changing: Puberty -Explain what puberty means -Describe the changes that boys and girls may go through during puberty -Tell why our bodies go through puberty -Acquire coping strategies to help with the different stages of puberty (link to science) -Express who and what can help us during puberty Computer safety: Image sharing -List reasons for sharing images online - Report rules to follow when sharing images online -Describe the positive and negative consequences of sharing images online -Recognise possible influences and	

						pressures to share images online
	Prior learning Keeping/staying safe Year 1 – Road safety Year 2 – Shoe laces Year 3 – Staying safe and leaning out of windows Year 4 – Cycle Safety Keeping/Staying healthy Year 1 – Washing Hands Year 2 – Brushing Teeth Year 2 – Medicine Year 3 – Healthy eating Year 4 – Healthy living Feelings Year 1 – Jealousy Year 2 – Worry and Anger Year 3 – Grief and loss Year 4 – Jealousy Future learning Keeping/staying safe Year 6 – Water safety Keeping/Staying healthy Year 6 – Alcohol		Prior learning A world without judgement Year 4 – Breaking down barriers Future learning A world without judgement Year 6 – British values	Prior learning Being responsible Year 1 – Water spillage Year 2 – Practice makes perfect Year 2 – Helping someone in need Year 3 – Stealing Year 4 – Coming home on time Future learning Being responsible	Prior learning Our world Year 1 – Growing in our world Year 2 – Working world Year 3 – Looking after our world Year 4 – Chores at home First aid Year 4 – Asthma and anaphylactic shock Future learning Our world Year 6 - In-app purchases First aid Year 6 – Year 6 – Head injuries, severe bleeding, minor burns and scalds and fractures.	Prior learning Growing and changing Year 1 – Friendships Year 2 – body language Year 2 - Bullying Year 3 – Touch Year 4 – Appropriate touch Computer Safety Year 1 – Online bullying Year 2 – Image sharing Year 2 – Computer safety documentary Year 3 – Making friends online Year 4 – Online bullying Future learning Growing and changing Year 6 – Conception Computer safety Year 6 – Making friends online
Year 6	Computer Safety: Making friends online -Examine the key applications that we may use now and in the future -Compare and contrast why some applications have age restrictions	A World Without Judgement: British Values: -Discover and investigate that there are a wide range of religions and beliefs in the UK -Explain each of the British values	First aid To gain a deeper understanding of basic first aid. 6 (Part 1 - Head Injuries and Severe Bleeding) (Part 2 - Minor Burns & Scalds and Fractures) (Link to science)	Keeping/Staying safe: Water Safety -Examine a range of danger signs -Develop, name and assess strategies that can help keep ourselves and others safe	Keeping Safe/Healthy: Alcohol -Explain what is a risky choice -Calculate the risks associated with alcohol – Judge how alcohol can	Growing and Changing: Conception -Explain the terms ‘conception’ and ‘reproduction’ -Describe the function of the female and male reproductive systems

- Outline ways to keep yourself and others safe in a range of situations online and offline -Explain that people may not always be who they say they are online (Link to Computing) Our World In-app purchases -Investigate that there are various money-related terms -Classify some of the ways in which we can spend money via technology -Argue the potential impact of spending money without permission -Generate strategies to save money	-Create a range of values for your educational setting -Explain how all religions can live in cohesion		- Validate the impact and possible consequences of an accident or incident	- affect your immediate and future health -Devise skills and strategies to keep safe <u>Drug extension:</u> -Explain the difference between 'legal' and 'illegal' drugs -Make observations through research around cannabis and the risks -Conclude the risks associated with using cannabis	-Compare the various ways adults can have a child -Explain various different stages of pregnancy -Investigate the laws around consent (Link to science)
<u>Prior learning</u> Computer Safety - Year 1 – Online bullying - Year 2 – Image sharing - Year 2 – Computer safety documentary - Year 3 – Making friends online - Year 4 – Online bullying - Year 5 – Image sharing Our world - Year 1 – Growing in our world - Year 2 – Working world - Year 3 – Looking after our world - Year 4 – Chores at home	<u>Prior learning</u> A world without judgement - Year 4 – Breaking down barriers - Year 5 – Inclusion and acceptance	<u>Prior learning</u> First aid - Year 4 – Asthma and anaphylactic shock - Year 5 – Basic life support	<u>Prior learning</u> Keeping/Staying safe - Year 1 – Road safety - Year 2 – Shoe laces - Year 3 – Staying safe and leaning out of windows - Year 4 – Cycle Safety - Year 5 – Peer pressure	<u>Prior learning</u> Keeping/Staying healthy - Year 1 – Washing Hands - Year 2 – Brushing Teeth - Year 2 – Medicine - Year 3 – Healthy eating - Year 4 – Healthy living - Year 5 - Smoking	<u>Prior learning</u> Growing and Changing - Year 1 – Friendships - Year 2 – body language - Year 2 - Bullying - Year 3 – Touch - Year 4 – Appropriate touch - Year 5 - Puberty

	Year 5 - Enterprise					
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