



Barrowby CE Primary School

RSE/PSHE Curriculum

Vision:

At Barrowby CE Primary School, we aspire to enable our children to become healthy, independent and responsible members of society who understand their personal and social development. We aim to empower all children to lead healthy, safe and fulfilling lives, developing the confidence, knowledge and skills needed to form and maintain positive relationships throughout adulthood.

Intent:

At Barrowby CE Primary School, we believe that Personal, Social, Health and Citizenship Education (PSHCE), including Relationships and Sex Education (RSE), plays a vital role in supporting children to become healthy, safe, confident and responsible members of society. Our PSHCE curriculum is designed to support pupils' personal, social, moral, spiritual and cultural development, enabling them to understand themselves, others and the wider world.

We follow the Jigsaw PSHE programme, which ensures full coverage and compliance with the statutory PSHE and RSE guidance. Through a carefully sequenced and progressive curriculum, children develop the knowledge, skills and attitudes needed to manage their emotions, build resilience, make informed choices and develop respectful, healthy relationships.

PSHCE is at the heart of our school ethos. High standards of behaviour, positive attitudes to learning and good manners are underpinned by the values explicitly taught and reinforced through PSHCE. We believe RSE is essential in empowering children with age-appropriate knowledge and understanding, helping them to develop confidence, self-esteem and the skills required to navigate relationships, puberty, consent and personal choices safely and appropriately.

Implementation:

PSHCE is delivered through the **Jigsaw** programme, which provides a carefully sequenced and spiral curriculum from EYFS to Year 6, ensuring progression in knowledge, skills and understanding while meeting statutory PSHE and RSE requirements.

- **EYFS** pupils follow the Personal, Social and Emotional Development area of learning, focusing on self-regulation, managing self and building positive relationships in line with the EYFS Framework.
- **Key Stage 1 and Key Stage 2** pupils engage in one Jigsaw unit per half term, covering the six core pieces:
 - ***Being Me in My World*** – developing a sense of belonging, understanding rules, rights and responsibilities, and recognising feelings using appropriate emotional vocabulary.
 - ***Celebrating Difference*** – exploring similarities and differences, challenging stereotypes and discrimination, and learning respectful language around diversity and inclusion.
 - ***Dreams and Goals*** – building resilience, aspiration and goal-setting skills while learning vocabulary linked to perseverance, teamwork and success.
 - ***Healthy Me*** – understanding physical and mental wellbeing, healthy choices and risk, using accurate, age-appropriate vocabulary related to health and safety.
 - ***Relationships*** – developing skills to form and maintain positive, safe relationships, including appropriate language around friendships, families, boundaries and consent.
 - ***Changing Me*** – learning about personal growth and change, including puberty and body awareness, using correct and age-appropriate terminology in line with statutory RSE guidance.

Each unit builds progressively year on year, revisiting and deepening key concepts and vocabulary to ensure children develop confidence and understanding over time.

PSHCE and RSE lessons explicitly teach age-appropriate, accurate vocabulary, carefully matched to pupils' developmental stage and curriculum expectations. This supports children to communicate confidently and respectfully about emotions, relationships, health, diversity and change, while developing a secure understanding of sensitive topics.

RSE is embedded throughout the Jigsaw curriculum and taught in a planned, progressive and appropriate manner. RSHE is delivered in mixed-gender groups. Teachers create a safe and supportive environment for discussion, responding sensitively to questions in line with the school's safeguarding procedures.

The curriculum is inclusive and accessible to all learners. Pupils with SEND are supported through adaptive teaching, additional reinforcement and revisiting of learning, ensuring all children have equal entitlement to PSHCE and RSE and are supported to reach their full potential.

All children have an equal entitlement to Relationships and Sex Education (RSE). High-quality RSE supports pupils in achieving their full potential in life, independence and relationships. While learning intentions remain the same for all, the approach may be adapted to meet the needs of different groups of children. Some pupils may require additional support, alternative teaching strategies or extra time to revisit and reinforce learning, ensuring that RSE is accessible, inclusive and meaningful for every child.

Impact:

PSHCE and RSE are taught through explicit, planned Jigsaw lessons and reinforced throughout the wider curriculum and the daily life of the school. As a result, children develop the knowledge, skills and attitudes needed to lead healthy, safe and fulfilling lives, both now and in the future.

Through the progressive and inclusive Jigsaw curriculum, pupils demonstrate:

- Happy, positive and respectful relationships with peers and adults
- Empathy, compassion and an understanding of others' feelings and perspectives
- Confidence and self-belief to make the most of their abilities
- A strong understanding of, and respect for, diversity, equality and difference
- Respect for others' rights, beliefs and values
- The ability to reflect upon, evaluate and appropriately challenge viewpoints
- Leadership, communication and presentation skills
- Strategies to manage influence, peer pressure and risk
- Enterprise skills such as resilience, aspiration and teamwork
- Employability skills including communication, creativity, goal setting and problem-solving
- The confidence to take positive, well-considered risks

Children can use age-appropriate, accurate vocabulary to discuss emotions, wellbeing, relationships, health and change, reflecting their growing understanding and the high-quality teaching they receive. They show increasing independence, emotional literacy and readiness for the next stage of education.

Assessment takes place termly using the Jigsaw assessment approach. Due to the reflective and discussion-based nature of PSHCE, assessment focuses on how children are learning, rather than judging them as individuals. Teachers assess knowledge, skills and understanding alongside personal attributes such as resilience, empathy and self-awareness. Opportunities for self-assessment and self-reflection are embedded within lessons, allowing pupils to recognise their own progress and set personal goals.

Overall, the impact of our PSHCE and RSE curriculum is evident in pupils' behaviour, attitudes to learning and relationships, contributing to a positive, inclusive school culture where all children feel valued, safe and supported to achieve their full potential.

The PSHCE/RSE Curriculum for Reception

	Autumn Term		Spring Term		Summer Term	
Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Vocab	calm me, chime, Jigsaw Jenie, Jerrie Cat, stop, tidy, think, remember, belong, similar, different, sad, happy, angry, excited, feelings, taking turns, sharing, nervous, feelings, kind, gentle, friend, rights, learn, choice, responsibilities.	Proud, happy, special, unique, different, similar, family, unique, similarities, differences, home, kind, friendship, friends, unkind	Goal, achieve, difficult, keep trying, persevere, challenge, frustrated, proud, overcome, encourage, dreams, goals, future, job, skills, reward, earn	Asleep, challenge, rest, exercise, healthy, teeth, hygiene, movement, less healthy, stranger, safe, worried, unexpected, unplanned, clean, germs, scared, sleep, stretch.	family, friends, relationships, lonely, jobs, argue, angry, upset, feelings, calm me	Eyeblink, forehead, tongue, finger, stomach, grown up, change, worry, excited, memories, healthy, grow, child, eye, foot, ear, mouth, head, arm, leg, chest, knee, nose, toe, hand, baby, adult
Suggested support for children with additional needs.	Provide a quiet corner or “safe space” with soft furnishings, visual prompts, and sensory tools. Use reduced lighting or natural light during Calm Me practices. Offer noise-reduction options (ear defenders, soft background noise, gentle music). Use simple, concrete language for breathing and relaxation instructions. Provide visual breathing prompts, e.g. “Smell the flower, blow the candle, breathing shapes (triangle, square). Use visual turn-taking systems, e.g. turn-taking cards, name/photo labels, talking object. Pre-teach Circle Time expectations with role play, modelling, visual stories / social stories.		Provide simplified and chunked instructions. Use layered visuals (photos, symbols, simple text). Break activities into steps, supported with a visual schedule. Use concrete objects to model abstract concepts, e.g., emotions with puppets or faces. Offer alternative ways to join in, e.g. drawing feelings instead of speaking, choosing from emotion cards, using puppets to express a viewpoint.		Celebrate achievements in multiple formats, e.g. verbal praise, stickers, having work displayed. Use personalised success criteria appropriate to each child. Provide a clear structure to each Jigsaw session. Warn individuals before transitions using timers or “now/next” visuals. Use sensory breaks before or after group-based activities. Provide literal, concrete explanations of metaphors used in Jigsaw stories. Allow movement-based participation (standing, pacing, holding an object). Teach co-regulation strategies (breathing together, grounding).	
Steps	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	I understand how it feels to belong and that we are similar and different.	I can identify something I am good at and understand everyone is good at different things.	I understand that if I persevere, I can tackle challenges.	I understand that I need to exercise to keep my body healthy.	I can identify some of the jobs I do in my family and how I feel like I belong.	I can name parts of the body
2	I can start to recognise and manage my feelings.	I understand that being different makes us all special.	I can tell you about a time I didn't give up until I achieved my goal.	I understand how moving and resting are good for my body.	I know how to make friends to stop myself from feeling lonely.	I can tell you some things I can do and foods I can eat to be healthy.

3	I enjoy working with others to make school a good place to be.	I know we are all different but the same in some ways.	I can set a goal and work towards it.	I know which foods are healthy and not so healthy and can make healthy eating choices.	I can think of ways to solve problems and stay friends.	I understand that we all grow from babies to adults.
4	I understand why it is good to be kind and use gentle hands.	I can tell you why I think my home is special to me.	I can use kind words to encourage people.	I know how to help myself go to sleep and understand why sleep is good for me.	I am starting to understand the impact of unkind words.	I can express how I feel about moving to Year 1.
5	I am starting to understand children's rights and this means we should all be allowed to learn and play.	I can tell you how to be a kind friend.	I understand the link between what I learn now and the job I might like to do when I'm older.	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.	I can use Calm Me time to manage my feelings.	I can talk about my worries and/or the things I am looking forward to about being in Year 1.
6	I am learning what being responsible means.	I know which words to use to stand up for myself when someone says or does something unkind.	I can say how I feel when I achieve a goal and know what it means to feel proud.	I know who my safe adults are and how to stay safe if they are not close by me.	I know how to be a good friend.	I can share my memories of the best bits of this year in Reception.
Assessment	I can talk freely about the things and people that make me happy in class and at home. I usually remember to take turns and share with everyone in my class. I know how to be a good listener.	I am confident when I talk about the things I like and am interested in, as well as what I don't like and why. I know how to be kind to others and can use words to stand up for myself.	I know what to do so that I can persevere with things that are a bit difficult. I can talk about what makes me proud. I regularly encourage myself and others to keep trying and not give up when things get tricky.	I can talk about what I do to stay healthy and safe and I know why these things are important. I know what we all need to do to stay healthy and safe. I can talk about these things with my friends in class.	I know how to be a kind friend and I know what to do if I need a friend to help me play and/or learn. I know how to co-operate with others in my class and understand the importance for everyone to feel included. I make sure I use my words to help friends to understand me.	I can describe and ask questions about things that feel or look different about me now and about the things that will happen around me soon. I can use strategies I've been taught to stay calm and to behave kindly towards others. I know who to speak to and how to talk about things that might be worrying or sad as well as the things that I want to know more about. I can describe to others how I thought about a problem or feeling and how I dealt with it.

The PSHCE/RSE Curriculum for Year 1/2 - Cycle A (Use Ages 5 – 6)						
	Autumn Term		Spring Term		Summer Term	
Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Vocab	Safe, special, calm, choice, belong, belonging, special, rights, responsibilities, rights, responsibilities, learn, Learning Charter, safe place, rights and responsibilities, rewards, proud, views, valued, achievement, consequences, feelings, upset, disappointed, choices	Similarity, similar, same as, different from, difference, similarity, bullying, bullying behaviour, courage, deliberate, on purpose, unfair, included, bully, different from, same as, included, celebration, difference, inclusive, special, unique	Proud, success, achievement, goal, treasure, coins, goal, learning, stepping stones, process, garden, dream, working together, team work, celebrate, stretchy Challenge, feelings, obstacle, overcome, achieve, celebration, internal, treasure chest, feelings	Healthy, less healthy, balanced, exercise, sleep, choices, clean, body parts, toiletry items, e.g. toothbrush, shampoo, soap, hygienic, safe, germs, virus, medicines, unhealthy, trust, eyes, ears, look, listen, wait, scared, nervous	Family, belong, different, same, friends, friendship, qualities, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, qualities, skills, incredible, proud, celebrate, relationships, special, appreciate, feelings	<i>Changes, life cycle, baby, adulthood, growth, change, adult, grown – up, male, female, penis, testicles, vulva, vagina, anus, learn, new, grow, feelings, anxious, worried, excited, coping.</i>
Suggested support for children with additional needs.	Use a visual countdown to start and stop Calm Me. Offer sensory regulation tools discreetly in line with school policy, e.g. fidget objects, wobble cushion. Provide alternative calming choices for pupils who cannot yet join the group (drawing, quiet reading, sand timers for self-regulation). Pre-teach Circle Time expectations using photos, role play and social stories. Pair children with a Circle Buddy to model answers and listening behaviours. Use talk frames with symbols: “I feel...”, “I liked...” and “I found it hard when...”.		Chunk instructions into first → next → then steps with visuals. Teach emotional vocabulary explicitly using: puppets, stories, mirrors, feelings fans. Use concrete prompts for abstract ideas (e.g., “bucket filling” with real props). Provide visuals for new Jigsaw characters and simplified versions of lesson stories. Integrate movement breaks every 10–15 mins for high sensory-seekers. Offer a range of celebration options: verbal praise, sticker, showing work to an adult. Recognise effort, not just outcomes. Allow children who are shy/anxious to celebrate in private with the teacher.		Model co-regulation more explicitly: deep breathing together, rhythm tapping, grounding strategies. Provide role-play scripts for sharing feelings safely. Support conflict resolution using a range of strategies, e.g. step-by-step “What I can do when I feel upset” visuals. Scaffold writing tasks with: word banks, emotion symbols, cloze sentences. Provide differentiated tasks (drawing options, role play, matching activities).	
Steps	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	I know how to use my Jigsaw Journal. I feel special and safe in my class.	I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends.	I can set simple goals. I can tell you about a thing I do well.	I understand the difference between being healthy and less healthy and know some ways to keep myself healthy.	I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and	I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK.

				I feel good about myself when I make healthy choices.	care about the people who are important to me.	
2	I understand the rights and responsibilities as a member of my class. I know that I belong to my class.	I can identify differences between people in my class. I can tell you some ways I am different from my friends.	I can set a goal and work out how to achieve it. I can tell you how I learn best.	I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.	I can identify what being a good friend means to me. I know how to make a new friend.	I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.
3	I understand the rights and responsibilities for being a member of my class. I know how to make my class a safe place for everybody to learn.	I can tell you what bullying is. I understand how being bullied might feel.	I understand how to work well with a partner. I can celebrate achievement with my partner.	I know how to keep myself clean and healthy and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe.	I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.	I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates.
4	I know my views are valued and can contribute to the Learning Charter. I recognise how it feels to be proud of an achievement.	I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied.	I can tackle a new challenge and understand this might stretch my learning. I can tell you how I feel when I am faced with a new challenge.	I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.	I know who can help me in my school community. I know when I need help and know how to ask for it.	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I respect my body and understand which parts are private.
5	I can recognise the choices I make and understand the consequences.	I know how to make new friends. I know how it feels to make a new friend.	I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them.	I know how to keep safe when crossing the road, and about people who can help me to stay safe.	I can recognise my qualities as a person and a friend. I know ways to praise myself.	I understand that every time I learn something new I change a little bit. I enjoy learning new things.

	I recognise the range of feelings when I face certain consequences.		I can explain how I feel when I face obstacles and how I feel when I overcome them.	I can recognise when I feel frightened and know who to ask for help.		
6	I understand my rights and responsibilities within our Learning Charter. I understand my choices in following the Learning Charter.	I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.	I can tell you why I appreciate someone who is special to me. I can express how I feel about them.	I can tell you about changes that have happened in my life. I know some ways to cope with changes
Assessment	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.

The PSHCE/RSE Curriculum for Year 1/2 – Cycle B (Use Ages 6 - 7)

	Autumn Term		Spring Term		Summer Term	
Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Vocab	Worries, worried, hopes, fears, belong, belonging, rights, responsibilities, responsible, actions, contributions, praise, reward, consequence, positive, negative, choices, safe, fair, problem-solving	Similarities, assumptions, stereotypes, boys, girls, differences, special, bully, purpose, difference kind, unkind, inclusive, feelings, sad, lonely, help, teasing, on purpose, stand up for, bystander, male, female, difference, diversity, fairness, kindness, belong, friends, special, unique, different, similarities, value	Realistic, proud, success, self-esteem, hobbies, interest, self-care, celebrate, achievement, goal, strengths, healthy choices, lifestyle, motivation, persevere, challenge, difficult, easy, learning together, partner, team work, product, group, problem solve, relax, relaxation, tense, calm	Healthy, balanced diet, portion, energy, nutritious, hazard, risk, safe, unsafe, assess, react, stop, drop, roll, worry, scared, crossing, Barriers, assess, react, healthy, dangerous, medicines, safe, body, unhealthy, choices	acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, diverse, family, frightened, friends, good secret, happy, honesty, hugs, important, like, likes/dislikes, negative, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, sad, secret, special, stereotype, surprise, touch, trust, trustworthy, worry secret	adult, anus, anxious, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler, touch, uncomfortable, vagina, vulva, young
Suggested support for children with additional needs.	Reintroduce Jigsaw mindfulness with short, predictable sequences and visuals. Provide alternative regulation options for pupils with ASD/ADHD, such as sensory tools (putty, tangle, wobble cushion), quiet movement space. For pupils with trauma or high anxiety avoid eyes-closed activities and offer “soft gaze” instead ensure choice and control in calming strategies. Be aware of triggers (use personalised de-escalation where applicable). Provide multiple communication routes, e.g. emotion fans, symbol boards, written responses, pointing to choices, using Jigsaw Jerry Cat to “speak for them”		Gradually lengthen mindful sessions (1–2 minutes max). Introduce guided calm scripts using simple imagery. Children begin selecting their preferred calming method from a choice board. Use more complex emotional vocabulary and provide concrete teachable examples (e.g., frustrated, disappointed, shy, overwhelmed). Introduce problem-solving tasks, e.g. friendship dilemmas, recognising consequences, “What would you do?” discussions. Rehearse flexible thinking with scenario practice use social stories about coping with change.		Focus on independence in friendships and problem-solving. Offer structured peer collaboration tasks that include clear roles. Use more complex emotional vocabulary and provide concrete teachable examples (e.g., frustrated, disappointed, shy, overwhelmed). Continue role-play rehearsal for expected behaviours prepare for break-time and transition difficulties. Prepare pupils emotionally for transition to Year 3, e.g. “What will change / what will stay the same”, meet-the-new-teacher social stories.	
Steps	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	I can identify some of my hopes and fears for this year.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).	I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and say	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and	I can recognise cycles of life in nature. I understand there are some changes that are outside my control and

	I can recognise when I feel worried and know who to ask for help.	I understand some ways in which boys and girls are similar and feel good about this.	how that makes me feel.	I have a healthy relationship with food and know which foods I enjoy the most.	cooperate. I accept that everyone's family is different and understand that most people value their family.	can recognise how I feel about this.
2	I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions. I know how to help myself and others feel like we belong.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are different and accept that this is OK.	I know what I need to keep myself healthy. I am motivated to make healthy choices that help me to reach my goals.	I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I know which types of physical contact I like and don't like and can talk about this.	I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.
3	I listen to other people and contribute my own ideas about rewards and consequences. I help make my class a safe and fair place	I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels. I can be kind to children who are bullied.	I can recognise who I work well with and who it is more difficult for me to work with. I can tell you how working with other people helps me learn.	I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe. I can recognise when I feel worried or unsafe and know to tell an adult straight away.	I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent.
4	I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place.	I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others. I know how to get help if I am being bullied.	I can work well in a group to create an end product. I can work with other people in a group to solve problems.	I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me. I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice.	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private. I can describe what I enjoy about being a boy or girl whilst understanding we are all different.

5	I understand how following the Learning Charter will help me and others learn. I work co-operatively.	I understand that it is OK to be different from other people and to be friends with them. I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend.	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when a feeling is strong.	I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy.	I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone.	I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help.
6	I recognise the choices I make and understand the consequences. I can follow the Learning Charter.	I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.	I know how to share success with other people. I know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud).	I can explain how to keep my body healthy and safe at home and when I'm out. I can make good choices that help me stay healthy and safe.	I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.	I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in my next class and know how to go about this.
Assess ment	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.

The PSHCE/RSE Curriculum for Year 3 (Ages 7 – 8)

	Autumn Term		Spring Term		Summer Term	
Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Vocab	Welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, solutions, support, dream, behaviour, group dynamics, team work, view point, ideal school, belong, courtesy, manners, pride, wellbeing	Family, loving, caring, safe, connected, different, special, lonely, support, security, protection, stability, love, conflict, solve It Together, solutions, resolve, witness, bystander, bullying, gay, tell, consequences, hurtful, compliment, rights, unkind, feelings, banter, include, self – regulation, incident, isolate, unique	Challenges, success, obstacles, dreams, goals, respect, include, self-esteem, ambitions, future, self-respect, wellbeing, differences, identity, strengths, motivated, enthusiastic, responsible, safe choices, healthy, frustration, evaluate 'Solve it Together', technique, solution, teamwork, water safety, safe choices, community, Review, learning, success, self-review,	Oxygen, energy, calories, heartbeat, lungs, heart, fitness, energy, labels, sugar, fat, saturated fat, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, dangerous, emergency, emergency services, ambulance, fire engine, police car, coastguard, helicopter, harmful, risk, feelings, responsibility, unsafe, complex, appreciate, body, healthy, choice, risk	Male, female, sex (male and female), unisex, role, job, responsibilities, differences, respect, stereotype, careers, conflict, solution, problem solving, friendship, win-win, safe/unsafe, risky, internet, social media, gaming/apps, messaging, age restriction, privacy, personal information, location settings, trusted adult, in-app purchases Trust, global, stereotype, interconnected, support inequality, media, culture, rights, fairness, influence, needs, wants, rights, deprivation, United Nations, wellbeing, feelings/emotions, trade,	Male, female, changes, birth, animals, babies, mother, growing up, family, care, puberty, control, breasts, pubic hair, penis, testicles, puberty, scrotum, sperm, ovaries, egg, ovum, ova, womb, uterus, vagina, personal hygiene, genitals, stereotypes, task, roles, challenge, looking forward, worries
Suggested support for children with additional needs.	Use consistent routines for discussion, sensitive topics, and circle time. Give advance warnings before discussing emotional or body-related content. Combine spoken instructions with visual aids, gestures, symbols, written keywords. Use concrete examples (objects, story props, puppets) to explain abstract concepts. Provide multiple ways to demonstrate understanding, e.g. drawing, matching cards, acting out scenarios, oral explanation, simple written sentences		Use consistent routines for discussion, sensitive topics, and circle time. Give advance warnings before discussing emotional or body-related content. Combine spoken instructions with visual aids, gestures, symbols, written keywords. Use concrete examples (objects, story props, puppets) to explain abstract concepts. Provide multiple ways to demonstrate understanding, e.g. drawing, matching cards, acting out scenarios, oral explanation, simple written sentences		Use consistent routines for discussion, sensitive topics, and circle time. Give advance warnings before discussing emotional or body-related content. Combine spoken instructions with visual aids, gestures, symbols, written keywords. Use concrete examples (objects, story props, puppets) to explain abstract concepts. Provide multiple ways to demonstrate understanding, e.g. drawing, matching cards, acting out scenarios, oral explanation, simple written sentences	
Steps	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	I recognise my worth and can identify positive things about myself and my	I understand that everybody's family is different and important to them.	I can tell you about a person who has faced difficult challenges and achieved success.	I understand how exercise affects my body and know why my heart	I can identify the roles and responsibilities of each member of my family and can reflect on	I understand that in animals and humans lots of changes happen from birth to fully grown, and

	achievements can set personal goals. I value myself and know how to make someone else feel welcome and valued.	I appreciate my family/the people who care for me.	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability).	and lungs are such important organs. I can set myself a fitness challenge.	the expectations for males and females. I can describe how taking some responsibility in my family makes me feel.	that in mammals it is the female who has the baby. I can express how I feel when I see babies or baby animals.
2	I can face new challenges positively, make responsible choices and ask for help when I need it. I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.	I understand that differences and conflicts sometimes happen among family members. I know how to calm myself down and can use the 'Solve it together' technique.	I can identify a dream/ambition that is important to me. I can imagine how I will feel when I achieve my dream/ambition.	I know that the amount of calories, fat and sugar I put into my body will affect my health. I know what it feels like to make a healthy choice.	I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution.	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I recognise how I feel about these changes happening to me and know how to cope with those feelings.
3	I understand why rules are needed and how they relate to rights and responsibilities. I know how to make others feel valued.	I know what it means to be a witness to bullying. I know some ways of helping to make someone who is bullied feel better.	I enjoy facing new learning challenges and working out the best ways for me to achieve them. I know how to break down a goal into a number of steps and know how others could help me to achieve it.	I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs.	I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online.	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings.
4	I understand that my actions affect myself and others and I care about other people's	I know that witnesses can make the situation better or worse by what they do.	I can be motivated and enthusiastic about achieving our new challenge.	I can identify things, people and places that I need to keep safe from.	I understand how people around the world help and influence my life and that media doesn't	I understand that as boys' and girls' bodies change at puberty, they need to think more about

	feelings. I understand that my behaviour brings rewards/consequences.	I can problem-solve a bullying situation with others.	I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.	I know some strategies for keeping myself safe, who to go to for help and how to call emergency services. I can express how being anxious or scared feels.	always show complete information. I can appreciate different cultures and question stereotypes I might see in photos or information.	keeping clean and healthy. I know some simple ways of keeping clean which can keep me healthy and protect me from some infections. I have started to think about the ways to keep my body clean as I grow up and how I feel about this.
5	I can make responsible choices and take action. I can work cooperatively in a group.	I recognise that some words are used in hurtful ways. I try hard not to use hurtful words (e.g. gay, fat).	I can recognise obstacles which might hinder my achievement and take steps to overcome them. I know how to manage the feelings of frustration that may arise when obstacles occur.	I can identify when something feels safe or unsafe. I can take responsibility for keeping myself and others safe.	I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes. I can empathise with children whose lives are different to mine and appreciate what I may learn from them.	I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.
6	I understand my actions affect others and try to see things from their points of view. I am choosing to follow the Learning Charter.	I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.	I can evaluate my own learning process and identify how it can be better next time. I can be confident in sharing my success with others and can store my feelings in my internal treasure chest.	I understand how complex my body is and how important it is to take care of it. I respect my body and appreciate what it does for me.	I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups.	I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.
Assessment	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules	I can describe different conflicts that might happen in family or friendship groups and how words can be used	I can explain the different ways that help me learn and what I need to do to improve.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy	I can explain how my life is influenced positively by people I know and also by people from other countries.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are

	and how that helps me and others in my class learn. I can explain why it is important to feel valued.	in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can explain why my choices might affect my family, friendships and people around the world who I don't know.	necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
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The PSHCE/RSE Curriculum for Year 4 (Ages 8 – 9)

	Autumn Term		Spring Term		Summer Term	
Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Vocab	authority, choices, community, conflict, consequence, contribution, courtesy, decisions, democracy, democratic, excluded, friends, healthy, help, included, job description, observer, proud, responsibility, respect, rights, role, school, self – respect, solution, team, valued, violence, voting, welcome, wellbeing,	accept, appearance, assumption, bully, bystander, changed, character, characteristics, courtesy, deliberate, different, empathy, friend, hurtful, impression, influence, judgement, kindness, manners, on purpose, physical feature, respect, secret, surprised, troll, unique, witness, protected characteristics.	agree, disagree, anxious, attitude, celebrate, cope, courtesy, courage, determinations, disappointed, dream, follower, goal, help, hope, hurt, inspired, leader, learning, manners, motivated, plans, positive, problem solve, proud, resilience, review, risk, roles, safety, self-belief, self – esteem, setback, success, wellbeing.	advise, agree, disagree, alcohol, anxiety, assertive, believe, disease, emotions, embarrassment, fear, follower, friendship goals, friendship, guilt, healthy, leader, liver, lonely, opinion, peers, pressure, puberty, relationship, rights, roles, smoking, trust, value, vaping, wrong.	anger, appreciation, attraction, betrayal, boyfriend, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendship, girlfriend, jealousy, lonely, loss, love, loyalty, manage, memories, memento, negotiate, negative, personal, positive, pressure, reality, relationship, support, symbol, trust, vulnerable.	acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period products, period, personality, proud, proportionate, puberty, reliable, tampons, support, trusted adult, trustworthy, unique, vagina, vulva, womb,
Suggested support for children with additional needs.	Use consistent routines for discussion, sensitive topics, and circle time. Give advance warnings before discussing emotional or body-related content. Combine spoken instructions with visual aids, gestures, symbols, written keywords. Use concrete examples (objects, story props, puppets) to explain abstract concepts. Provide multiple ways to demonstrate understanding, e.g. drawing, matching cards, acting out scenarios, oral explanation, simple written sentences		Use consistent routines for discussion, sensitive topics, and circle time. Give advance warnings before discussing emotional or body-related content. Combine spoken instructions with visual aids, gestures, symbols, written keywords. Use concrete examples (objects, story props, puppets) to explain abstract concepts. Provide multiple ways to demonstrate understanding, e.g. drawing, matching cards, acting out scenarios, oral explanation, simple written sentences		Use consistent routines for discussion, sensitive topics, and circle time. Give advance warnings before discussing emotional or body-related content. Combine spoken instructions with visual aids, gestures, symbols, written keywords. Use concrete examples (objects, story props, puppets) to explain abstract concepts. Provide multiple ways to demonstrate understanding, e.g. drawing, matching cards, acting out scenarios, oral explanation, simple written sentences	
Steps	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	I know my attitudes and actions make a	I understand that, sometimes, we make assumptions based on what people look like.	I can tell you about some of my hopes and dreams. I know how it feels to	I recognise how different friendship groups are formed, how I fit into	I can recognise situations which can cause jealousy in relationships.	I understand that lots of things make up a person's identity and this what makes them unique.

	difference to the class team. I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.	I try to accept people for who they are.	have hopes and dreams.	them and the friends I value the most. I can identify the feelings I have about my friends and my different friendship groups.	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.	I can describe how I have choices about developing my own identity and interests as I grow up and that these will contribute to who I am.
2	I understand who is in my school community, the roles they play, how I fit in and how I can contribute. I can take on a role in a group and contribute to the overall outcome.	I understand what influences me to make assumptions based on how people look. I can question why I think what I do about other people.	I understand that sometimes hopes and dreams do not come true and that this can hurt, and recognise how resilience and support from others can help. I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me.	I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help. I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe.	I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love.	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
3	I understand how democracy works through the School Council. I can recognise my contribution to making a Learning Charter for the whole school.	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. I know how it might feel to be a witness to and a target of bullying.	I know how to cope with disappointment and find ways to move forward. I can respect myself and notice how coping builds my self-esteem and resilience.	I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.	I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them.	I know there are many types of family and that often our family members form part of our inner circle. I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty. I recognise that sometimes I may feel anxious about growing up and this is natural, and

						can identify people who can support me with this.
4	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how rewards and consequences motivate people's behaviour.	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem-solve a bullying situation with others.	I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.	I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise.	I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me.
5	I understand how groups come together to make decisions. I can take on a role in a group and contribute to the overall outcome.	I can identify what is special about me and value the ways in which I am unique. I like and respect the unique features of my physical appearance.	I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. I can enjoy being part of a group challenge.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I can identify feelings of anxiety and fear associated with peer pressure.	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.	I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.
6	I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and can help others to follow it.	I can tell you a time when my first impression of someone changed when I got to know them. I can explain why it is good to accept people for who they are.	I can identify the contributions made by myself and others to the group's achievement. I know how to share in the success of a group and how to store this success experience in my internal treasure chest.	I know myself well enough to have a clear picture of what I believe is right and wrong. I can tap into my inner strength and know how to be assertive.	I know how to show love and appreciation to the people and animals who are special to me. I can love and be loved.	I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about these.

Assessment	I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
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The PSHCE/RSE Curriculum for Year 5 (Ages 9 – 10)

	Autumn Term		Spring Term		Summer Term	
Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Vocab	Appreciation, asylum, challenge, choices, citizen, collaboration, cooperation, conflict, consequences, courtesy, deprive, denied, education, empathise, goals, hopes, leadership, manners, migrant, motivation, opportunities, participation, persecution, poverty, prejudice, privilege, refugee, responsibilities, rewards, rights, self – respect, vision, wealth, empathy.	appearance, assumptions, banter, bullying, colour, community, culture, cyber bullying, difference, direct, developing world, disability, discriminations, fair, happiness, homophobic, indirect, included, name – calling, race, racist, racism, respected, respect, tumour, sexy, similarity, stereotype, texting	adult, aspiration, attitude, barrier, career, choice, country, culture, digital spending, dream, environment, financial harm, goal, grown up, identity, influence, job, lifestyle, media, money, motivation, opportunity, profession, rallying, reliable, rights, risk, salary, save, self – care, self – esteem, society, spend, sponsorship, support, team work, technology, values,	addicted, alcohol, altered, body image, calm, celebrity, choices, comparison, debate, emergency, fact, informed decision, influence, level – headed, media, motivation, nicotine, obesity, opinion, pressure, procedure, recovery position, self – respect, smoking, social media, tobacco, vaping, healthy behaviour, unhealthy behaviour.	addiction, age restriction, appropriate, assertive, being responsibly, bully, characteristics, choices, community, controlling, data, data protection, devices, fake online hoaxes, gambling, betting, grooming, harassed, hobbies, interests, location settings, lonely, mental health, offline, online, physical health, privacy, reliable, reporting, responsibilities, rights, risk, screen time, self – esteem, self – perception, social network, targeting, troll, trustworthy, vulnerable, wellbeing, personal information.	aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, edited, embryo, emotions, excitement, facial hair, fallopian tube, filter, growth spurt, influences, larynx, making love, manage, media, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health, mental wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, periods, pregnancy, puberty, relationships, responsibilities, scrotum, self – esteem, self – image, sexual intercourse, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, wet dream, affirmation, anxious, hormone, hope, womb, uterus

Suggested support for children with additional needs.	Use consistent routines for discussion, sensitive topics, and circle time. Give advance warnings before discussing emotional or body-related content. Combine spoken instructions with visual aids, gestures, symbols, written keywords. Use concrete examples (objects, story props, puppets) to explain abstract concepts. Provide multiple ways to demonstrate understanding, e.g. drawing, matching cards, acting out scenarios, oral explanation, simple written sentences					
	Use consistent routines for discussion, sensitive topics, and circle time. Give advance warnings before discussing emotional or body-related content. Combine spoken instructions with visual aids, gestures, symbols, written keywords. Use concrete examples (objects, story props, puppets) to explain abstract concepts. Provide multiple ways to demonstrate understanding, e.g. drawing, matching cards, acting out scenarios, oral explanation, simple written sentences					
Steps	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	I can face new challenges positively and know how to set personal goals. I know what I value most about my school and can identify my hopes for this school year.	I understand that cultural differences sometimes cause conflict. I am aware of my own culture.	I understand that I will need money to help me achieve some of my dreams. I can identify what I would like my life to be like when I am grown up.	I know there are health risks with smoking and vaping and can tell some of the ways that they are harmful to the body. I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure.	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem.	I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem.
2	I understand my rights and responsibilities as a citizen of my country. I can empathise with people in this country whose lives are different to my own.	I understand what racism is. I am aware of my attitude towards people from different races, cultures and ethnicities.	I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values. I recognise that people have different attitudes towards saving and spending money, and towards risk.	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.	I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable.	I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be ok for me.
3	I understand my rights and responsibilities as a citizen of my country	I understand how rumour-spreading and name-calling can be bullying behaviours.	I can explore a range of different jobs and think critically about the information I see about them online.	I know and can put into practice basic emergency aid procedures (including recovery position) and	I understand there are rights and responsibilities in an online community or social network.	I can describe how boys' and girls' bodies change during puberty.

	and as a member of my school. I can empathise with people in this country whose lives are different to my own.	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.	I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow.	know how to get help in emergency situations. I know how to keep myself calm in emergencies.	I can recognise when an online community is helpful or unhelpful to me.	I can express how I feel about the changes that will happen to me during puberty.
4	I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand that my actions affect me and others.	I can explain the difference between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.	I can describe the dreams and goals of young people in a culture different to mine. I can reflect on how these relate to my own.	I understand how the media, social media and celebrity culture promotes certain body types. I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.	I know there are rights and responsibilities when playing a game online. I can recognise when an online game is becoming unhelpful or unsafe.	I understand that sexual intercourse can lead to conception and that is how babies are usually made. I understand that sometimes people need help from doctors to have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways.
5	I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function as a whole.	I can compare my life with people in the developing world. I can appreciate the value of happiness regardless of material wealth.	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. I appreciate the similarities and differences in aspirations between myself and young people in a different culture.	I can describe the different attitudes people have to food and how these can be affected by external influences. I respect and value my body.	I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected.	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. I am confident that I can cope with the changes that growing up will bring.
6	I understand how democracy and having a voice benefits the school community and know how to participate in this.	I can understand a different culture from my own. I respect my own and other people's cultures.	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	I can explain how to stay safe when using technology to communicate with my friends.	I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next

	I understand why our school community benefits from a Learning Charter and can help others to follow it.		might do this, e.g. through sponsorship. I understand why I am motivated to make a positive contribution to supporting others.	I am motivated to keep myself healthy and happy.	I understand I have rights about my personal data. I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable.	year and know how to go about this.
Assessment	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.

The PSHCE/RSE Curriculum for Year 6 (10 – 11)

	Autumn Term		Spring Term		Summer Term	
Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Vocab	Behaviour, choices, collaboration, community, comparison, consequences, cooperation, courtesy, decision, democracy, discernment, education, empathise, empathy, fears, Ghanan, goals, hazard, risk, illegal, lawful, laws, legal, manners, Maslow, motivation, needs, obstacles, opportunities, participation, proud, report, resilience, responsibilities, rights, trusted adult, welcome, worries.	Achievement, accolade, admiration, argument, assumption, banter, belonging, bullying, celebration, community, conflict, control, difference, indirect, disability, discrimination, empathy, equality, Equality Act, harassment, imbalance, indirect, misunderstanding, normal, Paralympian, perception, perseverance, power, prejudice, racism, recipient, respect, rights, stamina, struggle, stereotype, protected characteristics.	Achieve, admire, aspirations, awareness, collaborate, compliment, concern, contribution, cooperate, dream, feeling, global, goal, issue, leadership skills, learning, money, motivate, personal, praise, prevention, recognition, realistic, rescue, role, safety, strategy, strengths, stretch, success criteria, suffering, support, unrealistic.	Choice, crime, criminal, drugs, effects, emotional health, exploited, gangs, illegal, immunisation, managing stress, mental health, mental illness, motivation, prevention, prescribed, pressure, reputation, responsibility, restricted, strategies, stress, synthetic highs, symptoms, triggers, unrestricted, vulnerable, anti – social, volatile substances, new psychoactive substances, anti – social behaviour,	Age restriction, anxiety, ashamed, assertive, authority, bullying, communication, consent, control, courtesy, digital rights, emotions, feelings, grief, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, real, fake, respect, risks, safety, self – care, self – control, signs, stigma, strategies, stress, support, targeting, technology, true, untrue, warning, AI, early warning signs.	Adolescent, assertive, attraction, baby, caesarean, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings, emotions, foetus, freedom, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body – talk, opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, responsibilities, secondary, self – esteem, self – image, sexting, transition, umbilical cord, values, worries.
Suggested support for children with additional needs.	Use consistent routines for discussion, sensitive topics, and circle time. Give advance warnings before discussing emotional or body-related content. Combine spoken instructions with visual aids, gestures, symbols, written keywords. Use concrete examples (objects, story props, puppets) to explain abstract concepts. Provide multiple ways to demonstrate understanding, e.g. drawing, matching cards, acting out scenarios, oral explanation, simple written sentences		Use consistent routines for discussion, sensitive topics, and circle time. Give advance warnings before discussing emotional or body-related content. Combine spoken instructions with visual aids, gestures, symbols, written keywords. Use concrete examples (objects, story props, puppets) to explain abstract concepts. Provide multiple ways to demonstrate understanding, e.g. drawing, matching cards, acting out scenarios, oral explanation, simple written sentences		Use consistent routines for discussion, sensitive topics, and circle time. Give advance warnings before discussing emotional or body-related content. Combine spoken instructions with visual aids, gestures, symbols, written keywords. Use concrete examples (objects, story props, puppets) to explain abstract concepts. Provide multiple ways to demonstrate understanding, e.g. drawing, matching cards, acting out scenarios, oral explanation, simple written sentences	
Steps	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	I can identify my goals for this year, understand my fears and worries about the	I understand there are different perceptions about what normal means.	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one	I can take responsibility for my health and make choices that benefit my health and well-being.	I know that it is important to take care of my mental health.	I am aware of my own self-image and how my body image fits into that.

	future and know how to express them. I feel welcome and valued and know how to make others feel the same.	I can empathise with people who are different.	in-school goal and one out-of- school goal). I understand why it is important to stretch the boundaries of my current learning.	I am motivated to care for my physical and emotional health.	I understand that people can get problems with their mental health and that it is nothing to be ashamed of.	I know how to develop my own self esteem.
2	I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different communities.	I understand how being different could affect someone's life. I am aware of my attitude towards people who are different to me.	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can set success criteria so that I will know whether I have reached my goal.	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I am motivated to find ways to be happy and cope with life's situations without using drugs.	I know how to take care of my mental health. I can help myself and others when worried about a mental health problem.	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty.
3	I understand that my actions affect other people locally and globally. I understand my own wants and needs and can compare these with children in different communities.	I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be excluded or treated badly by being different in some way.	I can identify problems in the world that concern me and talk to other people about them. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.	I understand that some people can be exploited and made to do things that are against the law. I can suggest ways that someone who is being exploited can help themselves.	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby.
4	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I understand that my actions affect myself	I know some of the reasons why people use bullying behaviours. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.	I can work with other people to help make the world a better place. I can empathise with people who are suffering or who are living in difficult situations.	I know why some people join gangs and the risks this involves. I can suggest strategies someone could use to avoid being pressurised.	can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend

	and others; I care about other people's feelings and try to empathise with them.					relationship, and that I should not feel pressured into doing something I don't want to.
5	I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole.	I can give examples of people with disabilities who lead amazing lives. I appreciate people for who they are.	I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I know how to help myself feel emotionally healthy and can recognise when I need help with this.	I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others.	I know myself well enough to maintain positive relationships with others whilst still keeping my own identity. I can be assertive when appropriate.
6	I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.	I can explain ways in which difference can be a source of conflict and a cause for celebration. I can show empathy with people in either situation.	I know what some people in my class like or admire about me and can accept their praise. I can give praise and compliments to other people when I recognise their contributions and achievements.	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure.	I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being.	I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk'.
7						I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year.
Assessment	I can explain how my choices can have an impact on people in my immediate community and globally.	I can explain ways in which difference can be a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact	I can identify when people may be experiencing feelings associated with loss and also recognise when	I can describe how a baby develops from conception through the nine months of

	I can empathise with others in my community and globally and explain how this can influence the choices I make.	I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain what motivates me to make the world a better place.	this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
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