(Note: This curriculum overview has been produced with reference to the Draft Guidance for Statutory Relationships and Sex Education, scheduled for national roll-out in September 2020).

PSHE 2019-2020: Autumn Spring Summer

Curriculum Intent:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support



Curriculum reading opportunities to be shown in italics (including digital literacy)

Families and people who care learning Goal: Children know the growing up because they commitment to each Children know the growing up because they commitment to each ophysical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. I tearning Goal: That families are important for children growing up because they Children show the children's families, and are important of children's families, and are intended to be their inschool or in the wider world, Sometimes look different from their family, but that they should respect those differenters and know that other children's families, and are of the toilet independently. I that families are leathy family life, commitment to each the wider world, Sometimes look different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family, but that they should respect those different from their family relationships are making them feel Unhappy or unsafe, and how to seek help or advice from others if needed ormitment of two people to each other which is intended to be lifelong. I that marriage/civil partnership represents a formal family relationships a		Previous	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Progression
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Caring Friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends.	How to recognise if family relationships are making them feel Unhappy or unsafe, and how to seek help or advice from others if needed That healthy friendships are positive and welcoming towards Others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge When a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed	How to recognise who to trust and who not to trust, how to judge When a friendship is making them feel unhappy or uncomfortable, How to manage these situations and how to seek help or advice from others, if needed	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.	The characteristics of friendships, including mutual respect, Truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.	The characteristics of friendships, including mutual respect, Truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.	other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good
Respectful relationships	about different types of be adult) and how to get help. 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.	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.	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	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.	The importance of permission-seeking and giving in relationships with friends, peers and adults.	The importance of permission-seeking and giving in relationships with friends, peers and adults.	relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Outline	The mules and mulesty !	Harring and the second	The mules and	I I a contra a contra a lla	Thatasaile	The Address of the Control	
Online	The rules and principles	How information and	The rules and	How to critically	That people	That the same	
Relationships	for keeping safe online,	data is shared and	principles for	consider their	sometimes behave	principles apply to	
	how to recognize risks,	used online.	keeping safe online,	online friendships	differently online,	online relationships	
	harmful content and		how to recognize	and sources of	including by	as to face-to face	
	contact, and how to		risks, harmful	information	pretending to be	relationships,	
	report them.		content and contact,	including	someone they are	including the	
			and how to report	awareness of the	not.	importance of	
			them.	risks associated		respect for others	
				with people they		Online including	
			How information	have never met.		when we are	
			and data is shared			anonymous.	
			and used online.				
Being Safe	About the concept of	How to respond safely	That each person's	What sorts of	How to respond	How to ask for advice	
	privacy and the	and appropriately to	body belongs to	boundaries are	safely and	or help for self and	
	implications of it for both	adults they may	them, and the	appropriate in	appropriately to	for others, and to	
	Children and adults;	Encounter who they	differences	friendships with	adults they may	keep trying until they	
	including that it is not	do not know.	Between	peers and others	Encounter who they	are heard, including	
	always right to keep		appropriate and	(including in a	do not know.	having the	
	Secrets if they relate to	Where to get advice	inappropriate or	digital context).		vocabulary and	
	being safe.	from e.g. Family,	unsafe physical, and			confidence to report	
		school and/or other	other, contact.			concerns or abuse.	
	That each person's body	sources.					
	belongs to them, and the		About the concept				
	differences between		of privacy and the				
	appropriate and		implications of it for				
	inappropriate or unsafe		both children and				
	physical, and other,		adults; including				
	contact.		that it is not always				
			right to keep secrets				
			if they relate to				
			being safe.				
Opportunities							
British values							

Within these themes of learning pupils will develop skills and attributes such as:

- -Resilience
- -Self-esteem
- -Risk-management -Team working
- -Critical thinking