

Baydon St Nicholas CE Primary School PSHE & RSE Curriculum Coverage 2026-2027

Robins

PSHE Year1 Robins	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	Connecting with others: How can I help myself and others feel special?	The Online World: How do we spend time online?	Health Protection: How can I protect myself and others in daily life?	Staying Safe: How can I stay safe?	Connecting with others: How can I build safe, caring and kind relationships?	The online world: How can we stay safe online?
Unit outcomes	Pupils who are secure will be able to: Describe what makes them special. Notice what makes others special. Identify how families show love and care. Name places and people that help them feel safe. Identify a trusted adult. Name the qualities of a good friend. Choose kind, polite ways to solve disagreements. Explain how speaking kindly and politely can make people feel. Demonstrate kind and respectful behaviour whilst working in a group.	Pupils who are secure will be able to: Recognise different ways they go online in everyday life. Understand that many online activities can also be done in person and that being online can sometimes distract us from those activities. Recognise that polite behaviour online is the same as polite behaviour in person. Explain why it is important to balance screen time with in-person activities. Recognise when something online is not meant for children and know to stop and tell a trusted adult. Can explain simple ways to help stay safe online.	Describe germs as tiny things that can spread between people and cause illness. Accurately demonstrate a handwashing routine, ensuring all hands are cleaned. Choose suitable clothing for different weather conditions. Describe how to stay safe in different weather. Name a range of health and safety rules and explain ways they help prevent accidents. Describe signs they might see on their body something feels wrong. Recognise that telling an adult helps keep them safe and healthy. Identifying which injuries should be reported to an adult immediately. Recognise when an injury is an emergency. Knowing that 999 should be used in a medical emergency.	Pupils who are secure will be able to: Identify common items in the home that are safe and unsafe for children and explain simply how they could cause harm. Name things that are safe or unsafe to put in or on their body. Describe and use simple safety rules in familiar places such as the home and school. Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable. Describe how to stay safe near roads. Follow the steps 'Stop, Look, Listen, Think' to explain how to cross a road safely with a trusted adult. Name some trusted adults at home and at school and say what they could go to for help in an emergency.	Pupils who are secure will be able to: Identify similarities and differences between themselves and others. Recognise that everyone has unique qualities which make them special. Explain why kindness towards people who are different is important. Comment or answer questions about families with respect for others. Ask for help with a falling-out if they need it. Say when something feels okay or not okay. Know it is never their fault if they feel unsafe. Identify and name trusted adults at home and at school. Use clear phrases to ask for help when something feels wrong or not okay.	Give examples of things that are safe and unsafe online. Say what sharing online means. Recognise that many things are not meant to be seen by everyone. Understand that private information should not be shared online. Recognise when someone has shared private information online. Say what to do if private information is shared online. Recognise that not everything online is real or shows the whole story. Recognise when someone might make them feel worried, uncomfortable or unsure. Recall simple rules to help stay safe online.

Year 1 Skills	Talking about how families are special. Identifying different ways family members help each other. Recognising when someone in a family might need support. Exploring why spending time with family is important to them. Identifying some appropriate and inappropriate responses to family disagreements. Beginning to express disagreement calmly (e.g. 'I don't agree' or 'Can I have a turn too?'). Solving some minor disagreements with peers, using compromise, turn-taking or asking for help from an adult. Recognising and admitting when they or others have behaved in an unkind way. Expressing basic feelings (e.g. 'I feel sad') and needs politely (e.g. 'Please stop'). Using polite words to ask for help or solve small problems. Beginning to use calming strategies with adult support. Discussing what makes a good friend (e.g. kind, sharing). Discussing why friendships are important to them. Using simple, polite	Recognising some occasions they are online in their everyday life. Identifying activities that are done online with others and those done in person. Recognising that politeness in person is the same as polite behaviour online. Recognising that screen time can distract people from doing something important. Asking a trusted adult about something unfamiliar that appears in adverts or cookie pop-ups). Checking with a trusted adult before they use new apps or websites.	Practising how to wash properly using soap and water. Recognising when they should wash their hands (e.g. after using the toilet, before eating, after sneezing). Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or burn). Choosing appropriate actions for different weather conditions. Preparing for different weather conditions by wearing a hat, sunglasses and sunscreen. Telling an adult when they feel unwell, tired or hurt. Beginning to describe signs of illness (e.g. "My tummy hurts", "I feel dizzy"). Identifying some emergency situations.	Recognising when something might be dangerous in the home. Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why. Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products). Following simple safety rules in different settings. Identifying safe places to walk on the pavement. Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads. Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong". Naming some trusted adults at home and school. Identifying some emergency situations.	Describing who is in their family. Discussing how families are all different. Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs). Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging. Asking permission before touching or using someone else's things. Expressing their own boundaries using simple language (e.g. 'I don't like that'). Respecting when others say no or need space. Using roleplay to ask for help with clear, simple words, such as 'I need help' or 'something is wrong'. Naming trusted adults at home and school. Recognising bullying behaviour in simple scenarios. Naming how someone might feel if they are being bullied.	Recognising some occasions they are online in their everyday life. Asking a trusted adult about something unfamiliar that appears in adverts or cookies pop-ups). Checking with a trusted adult before they use new apps or websites. Beginning to identify when someone has shared too much information about themselves online. Recognising when something online makes them feel scared, worried or uncomfortable or unsafe.
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Year 1 Knowledge	How some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill). Spending time with family is important because it helps people build strong relationships and feel loved and supported. All families have arguments sometimes. Home should feel like a 'safe space' and if it does not, they should speak to a trusted adult at school. Within families, just like in all relationships, violence is not an acceptable way to deal with problems. Respectful disagreement is part of healthy relationships. It is okay to feel upset but it is not okay to act in unkind ways or to hurt others. Sometimes they may need to pause before reacting. Saying sorry can help make things better when something goes wrong. Everyone has feelings and kind words can help solve problems. We might feel cross, upset or disappointed when things do not go our way. We can say what we need or do not like in a kind way. Friends are people who like to spend time together and who are kind and helpful to one another. Having friends can help you feel happy and stop you from feeling	Using a digital device (tablet, mobile phone, games console, smart speaker) often involves being online. Polite online behaviour (listening, taking turns, considering using kind words – just as it does in real life). Too much screen time can be bad for health. Some content on the internet is not intended or suitable for children. People can search online for information or answers to questions. Who trusted adults are and how to report concerns about online content or behaviour.	Germs can live on hands and surfaces even when they cannot be seen. Washing hands with soap and water helps remove germs that can make people ill. People should cover their mouths when they cough or sneeze and put tissues in the bin. People have check-ups with doctors, nurses and dentists to help them stay healthy. Sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly. Some people need to use medicine often, such as inhalers, to help keep them well. Head bumps should always be told to an adult. First aid is the immediate help given to someone who is hurt or unwell. Ice packs can help with bruises or bumps. It is important for broken skin to be cleaned to ensure germs cannot enter the body. Their role is to get help from a trusted adult, not to try to fix the injury themselves. Wearing a hat and covering skin can help keep them safe in the sun. They should drink water when it is hot to stay well. They should tell a trusted adult if something hurts or feels wrong in their body. Some common signs of illness include a tummy ache, feeling hot or cold, coughing or	Some things in the home can be harmful. Household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult's permission. If things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc). Some things people put in or on their bodies can help them (e.g. medicine), and some can be harmful. They should never touch or taste something if they do not know what it is. The 'Stop, Look and Listen' rule for crossing a road. A helmet should be worn when biking or scooting. Some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers). Their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry). It is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. The emergency services are the police, fire and ambulance services. 999 is the number to dial in an emergency.	People in a community are different from each other, which makes it interesting and special. Community differences between people are so that everyone can celebrate. It is unfair to treat someone differently just because they are different. It is important to treat everyone with kindness and respect. Families can be different (e.g. siblings, step-parents, adoptive parents, LAC, etc). Everyone has the right to say no, and people should respect that. If someone does something that makes you feel uncomfortable or unsafe, they should help if they can. If someone is unkind, hurtful or unkind to someone else; they feel scared, worried or confused; someone asks them to do something that makes them uncomfortable. They can talk to a trusted adult. If someone crosses a boundary. Bullying is when someone is hurtful or unkind to someone else on purpose and more than once ('one-off' is not on purpose). They should tell an adult or someone they know is being bullied (telling other people').	Using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. People choose what they share online and that not everything shared online is real or true. Some content online is not intended or suitable for children. Information shared online might be seen by a lot of people. It is unsafe to share some information online. No-one should share photos or videos of someone else online without permission. Who trusted adults are and how to report concerns about online content or behaviour.
Vocabulary	calm fair family friendly lonely polite safe share strengths trust trusted adult unfair	balance (Y1/2) digital device (Y1/2) healthy (Y1/2) internet (Y1/2) online (Y1/2) polite (Y1/2) rule (Y1/2) safe (Y1/2) screen time (Y1/2) trusted adult (Y1/2)	999 dentist doctor emergency first aid germs illness injury medicine prevent protect serious spread unwell urgent	body clues (Y1/2) comfortable (Y1/2) danger (Y1/2) emergency (Y1/2) harm (Y1/2) road safety (Y1/2) rule (Y1/2) safe (Y1/2) trusted adult (Y1/2) uncomfortable (Y1/2) unsafe (Y1/2) 999 (Y1/2)	belong (Y1/2) bullying (Y1/2) calm (Y1/2) care (Y1/2) carer (Y1/2) fair (Y1/2) family (Y1/2) share (Y1/2) trust (Y1/2) trusted adult (Y1/2)	digital device (Y1/2) internet (Y1/2) online (Y1/2) private information (Y1/2) rule (Y1/3) safe (Y1/2) sharing online (Y1/2) trusted adult (Y1/2) uncomfortable (Y1/2)

Swifts

PSHE Years 2 & 3 Swifts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	Connecting with others: What helps us	The online world: How should we	Citizenship: what careers do people	Staying Safe: What signs help me	Connecting with others: How can we	The online world: How can we decide what to
Unit outcomes	Pupils who are secure will be able to: Recognise what self-respect is. Value their own strengths, skills and achievements. Build confidence by trying new things, learning from mistakes and challenging negative self-talk. Identify and communicate personal boundaries clearly. Treat others with kindness, fairness and respect. Recognise the qualities of good friendships and ways to support friends. Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. Understand different ways families spend time together.	Pupils who are secure will be able to: Identify what the internet can be used for. Identify the benefits and challenges of online and in-person communication. Communicate respectfully and appropriately in an online environment. Recognise that disrespectful online communication can have a negative impact on others. Identify some types of online bullying behaviour. Choose whether to accept a friend request in an online game. Recognise that some online features are not suitable for all ages. Role play how to report	Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.	Identify warning signs something is unsafe in a range of situations (personal, online, road, including signs you can see (e.g. “deep water” notices, hazard symbols you can feel (e.g. uncomfortable pressure from others, unsafe online). Demonstrate strategies in or leave uncomfortable or unsafe situations. Explain how recognising and planning ahead can prevent accidents. Choose safe places to go and explain why (considering traffic visibility). Explain key reasons why something can be dangerous, even for confident (e.g. because of depth, currents and temperatures). Distinguish between harmful medicines and explain how to use medicine safely.	Pupils who are secure will be able to: Recognise how their words, tone and behaviour show respect in different places and situations. Use positive self-talk to stay calm, build confidence and manage frustration. Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. Practise resolving disagreements fairly, including through compromise. Understand what a bystander is and describe safe, appropriate	Identify the benefits and risks of using the internet. Identify age restrictions and why they exist. Develop an understanding of why some online information may be unreliable. Give examples of what to do if people share misleading information. Investigate features that help check if online information is reliable. Compare information from different online sources. Use more than one source to decide whether online information is reliable. Explain why checking different sources helps us know if something is reliable.

Year 2 Skills	Understanding boundaries Asking permission before touching or using someone else's belongings. Expressing their own boundaries using simple language (e.g. "I don't like that").* Respecting when others say no or need space. Respectful conflict Expressing basic feelings (e.g. "I feel sad") and needs politely (e.g. "Please stop"). Using polite words to ask for help or solve small problems. Beginning to use calming strategies with adult support. Self-respect and self-esteem Talking about things they are good at and enjoy. Recognise and naming their own feelings and achievements. Beginning to set simple personal goals, e.g. "I want to learn to tie my shoelaces". Practising positive self-talk with adult support, e.g. "I can do it if I keep trying". Valuing diversity Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs). Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging. Bullying Recognising bullying behaviour in simple scenarios, including online. Talking about how someone might feel when someone else is repeatedly unkind to them.* Relationship support (repeated in Staying safe)	Being online Recognising some occasions when they are online in their everyday life. Online relationships Identifying activities that can be done online with others and those that are done in person. Recognising that polite behaviour in person is the same as polite behaviour online. Risks and harms Recognising that screen time can distract people from doing something important. Responsible and safe use Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups). Checking with a trusted adult before they use new apps or websites. Beginning to identify when someone has shared too much information about themselves online. Reporting online Recognising when something online makes them feel scared, worried, uncomfortable or unsafe.	Developing confidence and responsibility and making the most of their abilities Giving reasons for their opinions. Describing some different jobs. Preparing to play an active role as citizens Explaining why babies and young children need help from adults to meet their needs. Explaining why voting is a fair way to decide something that affects many people. Identifying some groups they belong to. Describing some of the ways they and others help the school and local environment. Explaining why rules are important. Sharing their opinion and trying to persuade others.	Recognising unsafe personal situations Identifying when touch is safe (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked). Discussing what types of touch they do and do not like from friends and family members. Relationship support (Repeated in Connecting with others) Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong".* Naming some trusted adults at home and school.* Calling the emergency services (Developed further in Health protection and First aid units) Identifying some emergency situations.* Drugs, alcohol, tobacco and vaping Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).	Respecting each other Using simple, polite phrases in everyday situations. Showing respectful behaviour towards others by listening, sharing and taking turns. Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall). Understanding boundaries Asking permission before touching or using someone else's belongings. Expressing their own boundaries using simple language (e.g. "I don't like that").* Respecting when others say no or need space. Respectful conflict Expressing basic feelings (e.g. "I feel sad") and needs politely (e.g. "Please stop"). Using polite words to ask for help or solve small problems. Beginning to use calming strategies with adult support. Self-respect and self-esteem Talking about things they are good at and enjoy. Recognise and naming their own feelings and achievements. Beginning to set simple personal goals, e.g. "I want to learn to tie my shoelaces". Practising positive self-talk with adult support, e.g. "I can do it if I keep trying". Valuing diversity Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs). Recognising unkind behaviour and considering how it may affect someone's feelings or	Being online Recognising some occasions when they are online in their everyday life. Online relationships Identifying activities that can be done online with others and those that are done in person. Recognising that polite behaviour in person is the same as polite behaviour online. Risks and harms Recognising that screen time can distract people from doing something important. Responsible and safe use Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups). Checking with a trusted adult before they use new apps or websites. Beginning to identify when someone has shared too much information about themselves online. Reporting online Recognising when something online makes them feel scared, worried, uncomfortable or unsafe
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Year 3 Skills	Describing different ways families can spend time together. Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc.). Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement, etc). Identifying characteristics they look for in a friend and why. Considering practical ways they can be a good friend to others. Using respectful language when disagreeing or solving problems with others. Analysing situations and discussing appropriate and inappropriate responses. Handling minor disagreements independently and fairly, using learnt techniques like negotiation and compromise. Communicating personal boundaries clearly (e.g. 'I am not comfortable with that'). Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult). Practising saying no or expressing disagreement respectfully. Communicating simple boundaries clearly (e.g. 'I don't want to play that game'). Identifying their own	Identifying what the in used for. Identifying the benefits challenges of online and in-person communication. Communicating respectfully appropriately in an online environment. Recognising that disrespectful online communication can have a impact on others. Identifying some types bullying behaviour. Recognising that excessive time can affect people's mood or from doing other things they enjoy. Choosing whether to accept friend request in an online game. Recognising that some features are not suitable for all ages. Role-playing how to respond concerns about bullying, upsetting contact from strangers online to a adult.	Developing confidence and responsibility and making the most of their abilities Recognising a wider range of jobs available. Identifying their personal strengths and skills and considering how these relate to jobs. Explaining some common gender stereotypes, why they are unhelpful and how to challenge them. Explaining the pros and cons of changing careers. Preparing to play an active role as citizens Identifying things that can and cannot be recycled. Explaining how reducing, reusing and recycling resources can help the environment. Describing the local council's role in looking after the local area. Recognising the ways in which people's rights can support and protect them.	Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. Practising how they would ask for help and say 'no' in certain situations.* Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).* Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean. Identifying different ways of getting help in an emergency, including phoning 999.* Recognising when a	Beginning to recognise unhealthy or unhappy friendships. Taking ownership of their actions and explaining how they have acted impulsively or unkindly. Using manners when getting someone's attention, eating meals together, moving around the school or the classroom and speaking to new people. Considering how words, tone and body language can show respect or disrespect, and recognising how this influences how others perceive them. Identifying respectful and disrespectful behaviours in a range of scenarios. Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music). Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema). Listening and responding respectfully when someone makes a request or expresses a boundary. Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk). Setting and working towards personal goals with more independence. Beginning to challenge negative self-talk and compare themselves less to others.	Identifying what the in used for. Recognising that excessive time can affect people's mood or from doing other things they enjoy. Recognising that some features are not suitable for all ages. Role-playing how to respond concerns about bullying, upsetting contact from strangers online to a adult. Questioning whether c information, including from search accurate. Comparing several so information before choosing one.
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Year 2 Knowledge	Understanding boundaries To know that they can talk to a trusted adult if someone crosses a boundary.* To know that everyone has the right to say no, even to people they know.* Respectful conflict To know that everyone has feelings and kind words can help solve problems. To know that they might feel cross, upset or disappointed when things do not go their way. To know that they can say what they want, need or do not like in a kind way. Self-respect and self-esteem To know that everyone is unique and important.* To know that everyone has different strengths or things they are good at.* To know that they can feel proud of themselves for trying their best. Valuing diversity To know that people in a community can be different from each other and this makes the community interesting and special. To know that it is unfair to treat someone differently just because they are different from you. To know that it is important to treat everyone with kindness and respect. To know that differences between people are something to celebrate. Bullying To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose'). To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People'). Relationship support* (repeated in Staying safe) To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe.	Being online To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. Online relationships To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person. Risks and harms To know that too much screen time can interfere with other healthy habits. To know that people choose what they share online and that not everything shared online is real or true. To know that some online is not intended or suitable for children. Responsible and safe use To know that information shared online might be seen by a lot of people. To know it is unsafe to share some information online. To know that people can search online for information or answers to questions. To know that no-one should share photos or videos of someone else online without permission. Reporting online	Developing confidence and responsibility and making the most of their abilities To know it is important to listen carefully to others' ideas. Preparing to play an active role as citizens To know that babies and young children need help to eat, sleep, get dressed and stay clean. To know that different pets need looking after in different ways. To know that voting allows everyone to have a say, even though some people may not get the outcome they want. To know that different coins and notes are worth different amounts. To know that everybody has a responsibility to care for the school and local environment. To know that many people earn money by having a job but income can also come from other sources.	Recognising unsafe personal situations To understand that their body is special and it belongs to them.* To know the correct names for private body parts, including the penis, testicles, vulva and vagina.* To know that underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission. To know that a stranger is anybody that they do not know. To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry). Relationship support (Repeated in Connecting with others) To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online. Calling the emergency services (Developed further in Health protection and First aid units) To know that 999 is the number to dial in an emergency.* To know the emergency services are the police, fire and ambulance services.* Drugs, alcohol, tobacco and vaping To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful. To know that they should never touch or taste something if they do not know what it is. To know that household cleaning products can contain chemicals that are harmful to the body and should not be	Respecting each other To know that being polite is a way of treating others with kindness. To know that they share spaces with other people and need to be kind and consider the other people around them. To know that everyone has different likes, dislikes and feelings. To understand that something they enjoy might not be enjoyable for someone else. Understanding boundaries To know that they can talk to a trusted adult if someone crosses a boundary.* To know that everyone has the right to say no, even to people they know.* Respectful conflict To know that everyone has feelings and kind words can help solve problems. To know that they might feel cross, upset or disappointed when things do not go their way. To know that they can say what they want, need or do not like in a kind way. Self-respect and self-esteem To know that everyone is unique and important.* To know that everyone has different strengths or things they are good at.* To know that they can feel proud of themselves for trying their best. Valuing diversity To know that people in a community can be different from each other and this makes the community interesting and special. To know that it is unfair to treat someone differently just because they are different from you. To know that it is important to treat everyone with kindness and respect. To know that differences between people are something to celebrate. Bullying To know that bullying is when	Being online To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. Online relationships To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person. Risks and harms To know that too much screen time can interfere with other healthy habits. To know that people choose what they share online and that not everything shared online is real or true. To know that some online is not intended or suitable for children. Responsible and safe use To know that information shared online might be seen by a lot of people. To know it is unsafe to share some information online. To know that people can search online for information or answers to questions. To know that no-one should share photos or videos of someone else online without permission. Reporting online To know who trusted adults are and how to report concerns about online content or behaviour.
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Year 3 Knowledge	Family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). Every family faces challenges. That families should make them feel loved, safe and supported. That different families might show love and spend time together in different ways. Even though families may look very different, they usually have love and care for each other at their core. That there are many different family types: families come in many forms and deserve to be treated with kindness. That every family faces challenges at some point, and help is always available to children when they need it. That apologising and discussing feelings can help solve problems and maintain good relationships. Respect means treating others as you would like to be treated: with kindness and fairness. Respecting boundaries helps keep relationships safe and healthy. Self-respect means valuing yourself and treating yourself with kindness. Trying new things, learning from mistakes and achieving goals can build confidence. That there are different types of bullying, including physical, verbal and online (cyberbullying). That bullying may target someone's appearance, beliefs or abilities.	The same respectful behaviour should be applied online as in person. Online communication can lead to misunderstandings more likely. They should only communicate online with others they know, not with people they do not know. Bullying can happen online. Once something is shared online, even privately, they no longer have control over it. Even when they are supported by friends online, they should not share personal information. Some apps and websites have restrictions which are there to keep users safe. How to take a screenshot or screen-grab to save online information as evidence.	Developing confidence and responsibility and making the most of their abilities To know that sometimes people assume something about someone because they are a boy or a girl and that this is called stereotyping. To know that stereotypes can restrict people's sense of what they can do or become. To know that getting value for money involves considering the cost, usefulness and quality of items. To know that budgeting involves planning how to spend and save available money. Preparing to play an active role as citizens To know that rights are basic freedoms that belong to every person in the world. To know that 'reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones. To know that reducing waste is better than reusing and reusing is better than recycling. To know that different people (e.g. adults, police, politicians) work to protect people's rights. To know that responsibilities are things people need to do to look after themselves, other people and places. To know that the local council is responsible for deciding how money is best spent in the local community.	Their body belongs to them. They can say no to any touch that makes them feel uncomfortable from someone they know. Signs that touch may be unsafe (e.g. they are ignoring you, asking you to keep secrets, or when it is not a special occasion, for help instead of another adult). and being unsafe can happen even with someone they know. That when a trusted adult does not know approaches them, they should respond politely but move away from the situation to make a trusted adult aware. They should not share personal information with people they do not know and including online. That they can speak to a trusted adult if the first person does not help or take action straightaway. They should seek help if: - Someone touches them in a way that feels uncomfortable, including online. - They feel pressured to do something unsafe or that they do not want to do, including online. - They see or hear something that worries them, even if it's not about them, including online. Some common road safety issues include: walking, riding a bike or scooting. That safety flags tell us about the conditions. That open water is usually more dangerous than swimming in a swimming pool. That safety flags tell us about the conditions. That thinking ahead and considering people can help prevent accidents. That things should be used for the purpose they are designed for. That an operator will only be used as directed by a health professional or they can be	To know within families, just like in all relationships, violence is not an acceptable way to deal with problems. To know they do not have to be friends with everyone and others do not have to be friends with them, but everyone has the right to be treated with respect and kindness. To know healthy friendships should help them feel included, valued and supported, especially during difficult times. That many people experience feelings of loneliness at times. They should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend. That apologising and discussing feelings can help solve problems and maintain good relationships. That respectful disagreement is a normal part of healthy relationships. That compromise and fairness are vital to any friendship. Respect means treating others as you would like to be treated: with kindness and fairness. Good manners are a way of showing respect to other people. That different people may have different needs and preferences in the same space. That respecting boundaries helps keep relationships safe and healthy. Physical, emotional and digital boundaries are all important. Some secrets are safe (e.g. a surprise party) but others may be unsafe if they make someone feel worried, scared or uncomfortable. Being assertive means speaking up calmly and politely without being unkind. That being kind does not mean always agreeing or giving in. They cannot always have what they want and that others may want different things, so it is often important to find a compromise. Disappointment and frustration are normal feelings and will	Many everyday activities can be done safely, even when it is not convenient. Some apps and websites have restrictions to keep children safe. Some information online can be inaccurate or misleading.
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Vocabulary	behaviour (Y3/4) boundaries (Y3/4) bullying (Y1/2) comfortable (Y1/2) communicate (Y3/4) falling-out (Y3/4) family (Y1/2) friendship (Y3/4) relationship (Y3/4) respect (Y3/4) self-respect (Y3/4) strengths (Y1/2) support (Y3/4) unfair (Y1/2) value (Y1/2)	age restriction anonymous block communicate report respect respectful screenshot trusted adult (Y1/2) online (Y1/2) internet (Y1/2)		alcohol boundaries cigarettes crossing current hazard inappropriate operator personal space pressure risks tide vape	assertive (Y3/4) bullying (Y1/2) compromise (Y3/4) disrespect (Y3/4) loneliness (Y1/2) manners (Y3/4) respect (Y3/4) self-respect (Y3/4) trust (Y1/2) trusted adult (Y1/2)	age-restriction online content reliable search engine search result
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Firecrests

PSHE Year4 & 5 Firecrests	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for yourself?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?

Unit outcomes	Pupils who are secure will be able to: Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests. Link aspects of identity to their own behaviour or choices. Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. Describe why healthy friendships matter for wellbeing. Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges.	Pupils who are secure will be able to: Understand that much online content is designed to influence people. Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact)). Explain that influence can affect what people buy, watch or believe and is not always obvious. Recognise the difference between fact and opinion. Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions. Evaluate online content and assess whether it is reliable and true. Report content to an adult or online if you think it is deliberately misleading (or makes them feel	Distinguish between needs and wants when making spending decisions. Identify different sources and types of expenditure. Allocate money within budget while prioritising needs. Explain how a loan works. Evaluate whether taking a loan is sensible, including the consequences of repayment. Identify situations where money may be at risk online or offline. Recommend suitable ways of keeping money safe. Assess the possible risks and consequences of different forms of	Explain how values guide behaviour choices. Set a personal growth plan with at least two clear first steps. Identify behaviours that change in disrespectful situations and specific respectful alternatives for each. Apply respectful behaviour in school, in public places, and online activities. Describe what a personal boundary is and how it can change. Explain how crossing a personal boundary, even as a joke, can harm others. Apply consent language and an appropriate response when a boundary is crossed. Identify stereotypes or discrimination accurately within different scenarios. Choose and justify a response to bullying in person and online, including what they would say or do. Name trusted adults in school and describe what they would do when asking for help.	Understand how online content can keep users engaged. Recognise why online content can be risky. Analyse how online content can influence how people think and feel. Recognise and respond to inappropriate online behaviour. Recognise that what we do online can affect ourselves and others. Explain ways to positively respond to online experiences.	Identify hazards and risks they may create in a range of situations at home and outside. Explain how factors such as being alone, distracted or without supervision can increase risk. Describe appropriate actions to take in response to accidents, emergencies and unsafe situations, including when to seek help. Explain how to make safe choices when travelling independently, including on public transport and railways. Apply the water safety rules to identify safer choices in different water environments. Explain how changing circumstances or new information can affect risk and influence decision-making. Identify when peer pressure is happening and suggest safe and effective ways to respond. Explain the risks and consequences of drug misuse and suggest strategies to respond to pressure to use drugs.
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Year 4 Skills	The role of family Describing different ways families can spend time together. Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc). Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement etc). Diversity in family structures Recognising different family members and family set-ups in their own and others' families. Family support Identifying some of the challenges that families might face.* Healthy friendships Identifying characteristics they look for in a friend and why. Considering practical ways they can be a good friend to others. Beginning to recognise unhealthy or unhappy friendships.	Being online Identifying what the internet can be used for. Online relationships Identifying the benefits and challenges of online and in-person communication. Communicating respectfully and appropriately in an online environment. Recognising that disrespectful online communication can have a negative impact on others. Risks and harms Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. Identifying some types of online bullying behaviour. Responsible and safe use Choosing whether to accept a friend request in an online game. Recognising that some online features are not suitable for all ages. Questioning whether online information, including from search engines, is accurate. Comparing information from several online sources to help decide which is most reliable. Reporting online Role-playing how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult.	Developing confidence and responsibility and making the most of their abilities Recognising a wider range of jobs available. Identifying their personal strengths and skills and considering how these relate to jobs. Explaining some common gender stereotypes, why they are unhelpful and how to challenge them. Explaining the pros and cons of changing careers. Preparing to play an active role as citizens Identifying things that can and cannot be recycled. Explaining how reducing, reusing and recycling resources can help the environment. Describing the local council's role in looking after the local area. Recognising the ways in which people's rights can support and protect them.	Respecting each other Using manners when: Getting someone's attention. Eating meals together. Moving around the school or the classroom. Speaking to new people. Considering how words, tone and body language can show respect or disrespect, and recognising how this influences the way others perceive them. Identifying respectful and disrespectful behaviours in a range of scenarios. Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music). Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema). Understanding boundaries Communicating personal boundaries clearly (e.g. "I'm not comfortable with that"). Listening and responding respectfully when someone makes a request or expresses a boundary. Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult). Respectful conflict Practising saying no or expressing disagreement respectfully. Communicating simple boundaries clearly (e.g. "I don't want to play that game"). Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk). Self-respect and self-esteem Identifying their own characteristics, strengths, skills and interests. Reflecting on personal achievements and progress. Setting and working towards	Being online Identifying what the internet can be used for. Online relationships Identifying the benefits and challenges of online and in-person communication. Communicating respectfully and appropriately in an online environment. Recognising that disrespectful online communication can have a negative impact on others. Risks and harms Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. Identifying some types of online bullying behaviour. Responsible and safe use Choosing whether to accept a friend request in an online game. Recognising that some online features are not suitable for all ages. Questioning whether online information, including from search engines, is accurate. Comparing information from several online sources to help decide which is most reliable. Reporting online Role-playing how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult.	Recognising unsafe personal situations Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. Relationship support (Repeated in Connecting with others) Practising how they would ask for help and say 'no' in certain situations.* Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards). Road and rail safety Explaining how to safely cross roads using a variety of crossing types. Identifying various risks on roads and ways to make them safer. Water safety Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures). Explaining some water safety signs and their meaning. Hazards at home and away Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. Recognising common warning
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Year 5 Skills	Discussing how the time spent with family may change as they get older and how these relationships might evolve. Reflecting on how they support their families, how their families support them and why this is important to their families. Exploring different ways parents or carers might protect and show care for their children. Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect). Analysing how different contexts can influence family roles and relationships. Recognising and respecting different types of families. Recognising when a family relationship seems unsafe or unhealthy. Considering the importance of friendships and the different ways friendships can enhance our lives. Suggesting ways people can make new friends throughout their lives. Recognising that friendships will change and evolve over time. Describing some signs of unhealthy or unhappy friendships. Resolving conflict using calm, assertive communication (e.g. 'I feel... when you...' statements). Self-identifying when they need to adjust their behaviour. Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future. Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. Practising discussing disagreements without blaming others or over-reacting. Recognising and celebrating their own identity and what makes them unique. Practising ways to safely speak out against unfairness or	Recognising that online experiences can have both positive and negative effects. Recognising that online (including influencers, advertising) can affect people's thoughts, choices and behaviour. Choosing whether to accept or decline an online request (from a friend or individual), based on the information requested. Recognising that some websites have age restrictions based on content or features. Evaluating information online, including the difference between fact and opinion. Recognising the types of behaviour that may make them feel uncomfortable (e.g. harassment, bullying, cheating or offensive language).	Classifying spending on needs or wants. Explaining how to stay safe with money online and offline. Explaining the risks of sharing personal information. Explaining what happens when someone breaks the law.	Analysing how different contexts can influence family roles and relationships. Resolving conflict using calm, assertive communication (e.g. 'I feel... when you...' statements). Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. Using courtesy and manners in a variety of situations, such as being late, forgetting something, admitting a mistake, challenging something respectfully and in a new or unfamiliar environment. Considering how to apply respectful behaviour across different settings (e.g. school, public places, online). Practising adapting communication to show respect in formal and informal situations, with both peers and adults. Recognising situations where their personal preferences may conflict with others' needs and responding appropriately (e.g. not playing music aloud on transport, being aware of body space). Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements). Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. Recognising when to stand up for themselves and when to compromise. Discussing real-life examples of balancing their own needs with those of others. Practising discussing disagreements without blaming others or over-reacting. Recognising and celebrating their own identity and what makes them unique. Reflecting on personal values and how these should influence their behaviour and choices. Setting personal goals and planning how to work towards them. Practising self-care strategies that support emotional wellbeing. Noticing when	Recognising that online experiences can have both positive and negative effects. Recognising the effect of online interactions on personal wellbeing. Recognising that character or self-esteem may be linked to online behaviour. Recognising that online (including influencers, advertising) can affect people's thoughts, choices and behaviour. Recognising a wide range of bullying and harassment behaviours and their impact. Recognising that some websites have age restrictions based on content or features. Evaluating information online, including the difference between fact and opinion. Recognising the types of behaviour that may make them feel uncomfortable (e.g. harassment, bullying, cheating or offensive language).	Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. Practising how to ask for, give or refuse permission or consent in a range of situations. Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).* Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.* Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).* Identifying safe places to cross a road and describing different strategies to cross safely. Explaining how to safely cross a railway line, at identified crossing points. Identifying various risks on railways and ways to make them safer. Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks. Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). Assessing whether a situation is hazardous and explaining why. Considering how to respond to hazards in a range of situations, including those involving peers. Identify situations where calling 999 is appropriate vs not.* Recognising other ways of getting help when it is needed, but is not an emergency.* Explaining why filming an incident is not usually the right
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Year 4 Knowledge	The role of family To know that family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). To know that every family faces challenges.* To know that families should make them feel loved, safe and supported.* Diversity in family structures To know that different families might show love in different ways and spend time together in different ways. To know that even though families may look very different, they usually have love and care for each other at the core of them. To know that there are lots of different family types, that families come in many forms and deserve to be treated with kindness. Family support To know that every family faces challenges at some point and that there is always help available to children if they need it.* To know that families should make them feel loved, safe and supported.* To know that within families, just like in all relationships, violence is not an acceptable way to deal with problems. Healthy friendships To know that they do not have to be friends with everyone; and others do not have to be friends with them; but everyone has the right to be treated with respect and kindness. To know that healthy friendships should help them feel included, valued and supported, especially during difficult times. To know that most friendships have ups and downs. To know that many people experience feelings of loneliness at times. To know that they should trust	Being online To recognise that many everyday activities involve being online, even when it is not obvious. Online relationships To know that the same respectful behaviours apply online as in person. To know that online communication can make misunderstandings more likely. Risks and harms To know they should only communicate online with others they know, not with people they do not know. To know that bullying can happen online. To know that some information online may be inaccurate or misleading. Responsible and safe use To know that once something is shared online, even privately, they no longer have control over who sees it. To know that even when they are speaking to friends online, they should not share private information. To know that some apps and websites have age restrictions which are there to keep children safe. Reporting online To know how to take a screenshot or screen-grab to save online information as evidence.	To know that sometimes assume something about someone they are a boy or a girl and that this is stereotyping. To know that stereotypes restrict people's sense of what they can become. To know that getting value for money involves considering the cost, usefulness and quality of items. To know that budgeting is planning how to spend and save money. Preparing to play an active role as a citizen To know that rights are basic freedoms belong to every person in the world. To know that 'reduce' means using things again and 'recycle' means turning old materials into new ones. To know that reducing waste is better than reusing and reusing is better than recycling. To know that different people (e.g. police, politicians) work to protect rights. To know that responsibilities are things we need to do to look after ourselves, other people and places. To know that the local council is responsible for deciding how money is best spent in the community.	Friendship challenges To know that apologising and discussing feelings can help solve problems and maintain good relationships. To know that respectful disagreement is a normal part of healthy relationships. To know that compromise and fairness are vital to any friendship. Respecting each other To know that respect means treating others as you would like to be treated: with kindness and fairness. To know that everyone has the right to be treated with respect. To know that good manners are a way of showing respect to other people. To know that different people may have different needs and preferences in the same space. Understanding boundaries To know that respecting boundaries helps keep relationships safe and healthy. To know that physical, emotional and digital boundaries are all important. To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable. Respectful conflict To know that being assertive means speaking up calmly and politely without being unkind. To know that being kind does not mean always agreeing or giving in. To know that they cannot always have what they want and that others may want different things, so it is often important to find a compromise. To know that disappointment and frustration are normal feelings and will pass.	Being online To recognise that many everyday activities involve being online, even when it is not obvious. Online relationships To know that the same respectful behaviours apply online as in person. To know that online communication can make misunderstandings more likely. Risks and harms To know they should only communicate online with others they know, not with people they do not know. To know that bullying can happen online. To know that some information online may be inaccurate or misleading. Responsible and safe use To know that once something is shared online, even privately, they no longer have control over who sees it. To know that even when they are speaking to friends online, they should not share private information. To know that some apps and websites have age restrictions which are there to keep children safe. Reporting online To know how to take a screenshot or screen-grab to save online information as evidence.	Recognising unsafe personal situations To know that their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. To know the correct terms for private body parts, including the scrotum and nipples. To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). To know that feeling and being unsafe can happen even with someone they know. To know that when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware. To know that they should not share personal information with people they do not know and trust, including online. Relationship support (Repeated in Connecting with others) To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online. Road and rail safety To know some common road-crossing types. To know some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways). Water safety To know that swimming in open water is usually more dangerous than swimming in a swimming pool.
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Year 5 Knowledge	Commitment' means promising to be with someone through good and bad times. That marriage and civil partnerships are legal commitments between two people based on love and care. Parents/carers are there to guide children and protect them, and this might mean setting boundaries or rules. Families should support and protect the physical and mental health of all members and provide love and security to children. Family functions (e.g. support and caregiving) may be shared differently in different families. The central function of any family is to provide stability and safety to its members, especially children. They can speak to someone at school or Childline if a family relationship is making them feel unsafe. That families should support and protect the physical safety and mental health of all members. That close friendships are important for people's happiness and mental health. The signs of unhealthy friendships might be one-sidedness, frequent criticism, controlling behaviours, constant conflict or unreliable or untrustworthy actions. How people deal with fallouts and disagreements can affect how strong their friendships become. People who pressure, lie, or break promises may not be trustworthy. It is ok to end a friendship if it is unhealthy or makes them unhappy. Some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). It is important to regulate our responses to emotions so they do not control our feelings and actions. If conflict exists, using violence or aggression is not acceptable and will make things worse. People should try to balance their own needs and wants with the needs and rights of those around them to be respectful. That people have a	Specific online activities are designed for different purposes (e.g. communication, entertainment or learning). Influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. Online content is often edited and carefully chosen. Personal data includes information about a person, including their online behaviour and interests. Apps, websites and games can collect personal data, including location information. There are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). How to report concerns on different online platforms. Reporting online concerns to a trusted adult is always important.	Borrowing money may be paying more than the original amount of interest. Gambling involves risk with a significant chance of losing money. There are laws to protect rights and ensure they are treated fairly. There are consequences if rules are broken.	They can speak to someone at school or Childline if a family relationship is making them feel unsafe. How people deal with fallouts and disagreements can affect how strong their friendships become. People who pressure, lie or break promises may not be trustworthy. Some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). It is important to regulate our responses to emotions so they do not control our feelings and actions. If conflict exists, using violence or aggression is not acceptable and will make things worse. Respect can also mean recognising someone's role or responsibility (e.g. showing respect to teachers, leaders or people in public service). People should try to balance their own needs and wants with the needs and rights of those around them to be respectful. That people have a responsibility to each other to behave appropriately and fairly. That healthy relationships involve mutual trust, respect and consent. It is okay to say no, to change their mind or change a boundary, even if they previously gave permission. Crossing someone's boundary, even as a joke, can harm trust and damage relationships. They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. How to express needs and boundaries respectfully and confidently. They can be kind and respectful to others without ignoring their own needs. That behaving in ways that align with our values contributes to self-respect. Self-respect supports good mental health and happiness and aids personal growth. Identity includes values, beliefs, likes, dislikes and cultural background. Developing interests and	Specific online activities are designed for different purposes (e.g. communication, entertainment or learning). Online content is often edited and carefully chosen. There are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). How to report concerns on different online platforms. Reporting online concerns to a trusted adult is always important.	To know that pressure from adults to keep secrets, send images to someone uncomfortable is a sign. To know that someone asking to keep conversations or photos private, especially online, may be unsafe. Friendly behaviour (e.g. compliments, gifts) can sometimes be used to manipulate people. To know that the online is who they say they are. To know that the absence of permission or consent that a situation is likely to be unsafe. That they should always seek help from a trusted adult. – They experience or witness violence, threats or harm, either in person or online. – Someone tries to hurt or bully others physically or emotionally, in person or online. – Someone touches them in an unsafe or inappropriate way, including online. – They feel unsafe but cannot tell why, or are unsure who to trust, in person or online. – They are worried about someone else being hurt or treated badly, in person or online. To know some common safety rules when crossing the road or around the house. To know that trains move faster than they look and cannot stop quickly so it is dangerous to walk on or near railway lines. To know that distractions such as friends, phones or headphones can make it harder to notice danger near the roads and railway. To know that beach safety flags tell us about the water. To know the water safety code (Stay close, Stay together, call 999, float). To know some strategies for advocating for safe choices and resisting peer-pressure if others are making unsafe choices. To know that hazards include physical (e.g. fire, machinery), chemical (e.g. drugs, substances) or behavioural (e.g. drinking, pressure, online risks). To know that some environments carry higher risk and need greater caution. To know the day-to-day responsibilities of the emergency services, including police, coastguards, search-and-rescue, fire, ambulance and mountain rescue. To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal. To know that calling emergency services is the right thing to do in an emergency.* To know that drugs are substances that change how the body or mind works. To know that some drugs (e.g. medicine) can help people when used properly and others can harm. To know that some drugs are illegal (e.g. cannabis) and others are legal (e.g. alcohol) because they can harm physical and mental health. To know that legal drugs are
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Vocabulary	civil partnership commitment influence marriage	advert fact influence mislead opinion scam sponsored targeted advert	budget (Y3/4) need (Y1/2) expenditure (Y5/6) income (Y5/6) loan (Y5/6) private information (Y1/2) gambling (Y5/6)	bystander discrimination empathy self-esteem stereotypes upstander	harmful online bullying online reputation realistic unrealistic upstander	addictive (Y5/6) bystander (Y5/6) cautious (Y5/6) coastguard (Y5/6) consent (Y5/6) current (Y3/4) drugs (Y5/6) emergency services (Y5/6) hazard (Y3/4) illegal (Y3/4) legal (Y3/4) peer pressure (Y5/6) public transport (Y5/6) threat (Y5/6) upstander (Y5/6) violence (Y5/6)
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Owls

PSHE Year 5/6 Owls	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for yourself?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?

Unit outcomes	Pupils who are secure will be able to: Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests. Link aspects of identity to their own behaviour or choices. Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. Describe why healthy friendships matter for wellbeing. Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges.	Pupils who are secure will be able to: Understand that much online content is designed to influence people. Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact)). Explain that influence can affect what people buy, watch or believe and is not always obvious. Recognise the difference between fact and opinion. Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions. Evaluate online content and assess whether it is reliable and true. Report content to an adult or online if you think it is deliberately misleading (or makes them feel	Distinguish between needs and wants when making spending decisions. Identify different sources and types of expenditure. Allocate money within budget while prioritising needs. Explain how a loan works. Evaluate whether taking a loan is sensible, including the consequences of repayment. Identify situations where money may be at risk online or offline. Recommend suitable ways of keeping money safe. Assess the possible risks and consequences of different forms of	Explain how values guide behaviour choices. Set a personal growth plan with at least two clear first steps. Identify behaviours that change in disrespectful situations and specific respectful alternatives for each. Apply respectful behaviour in school, in public places, and online activities. Describe what a personal boundary is and how it can change. Explain how crossing a boundary, even as a joke, can harm others. Apply consent language and an appropriate response when a boundary is crossed. Identify stereotypes or discrimination accurately within different scenarios. Choose and justify a response to bullying in person and online, including what they would say or do. Name trusted adults in school and describe what they would do when asking for help.	Understand how online content can keep users engaged. Recognise why online content can be risky. Analyse how online content can influence how people think and feel. Recognise and respond to inappropriate online behaviour. Recognise that what we do online can affect ourselves and others. Explain ways to positively respond to online experiences.	Identify hazards and risks they may create in a range of situations at home and outside. Explain how factors such as being alone, distracted or without supervision can increase risk. Describe appropriate actions to take in response to accidents, emergencies and unsafe situations, including when to seek help. Explain how to make safe choices when travelling independently, including on public transport and railways. Apply the water safety rules to identify safer choices in different water environments. Explain how changing circumstances or new information can affect risk and influence decision-making. Identify when peer pressure is happening and suggest safe and effective ways to respond. Explain the risks and consequences of drug misuse and suggest strategies to respond to pressure to use drugs.
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Year 5 & 6 Skills	Discussing how the time spent with family may change as they get older and how these relationships might evolve. Reflecting on how they support their families, how their families support them and why this is important to their families. Exploring different ways parents or carers might protect and show care for their children. Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect). Analysing how different contexts can influence family roles and relationships. Recognising and respecting different types of families. Recognising when a family relationship seems unsafe or unhealthy. Considering the importance of friendships and the different ways friendships can enhance our lives. Suggesting ways people can make new friends throughout their lives. Recognising that friendships will change and evolve over time. Describing some signs of unhealthy or unhappy friendships. Resolving conflict using calm, assertive communication (e.g. 'I feel... when you...' statements). Self-identifying when they need to adjust their behaviour. Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future. Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. Practising discussing disagreements without blaming others or over-reacting. Recognising and celebrating their own identity and what makes them unique. Practising ways to safely speak out against unfairness or	Recognising that online experiences can have both positive and negative effects. Recognising that online (including influencers, advertising) can affect people's thoughts, choices and behaviour. Choosing whether to accept or decline an online request (from a friend or individual), based on the information requested. Recognising that some websites have age restrictions based on content or features. Evaluating information online, including the difference between fact and opinion. Recognising the types of behaviour that may make them feel uncomfortable (e.g. harassment, bullying, cheating or offensive language).	Classifying spending on needs or wants. Explaining how to stay safe with money online and offline. Explaining the risks of sharing personal information. Explaining what happens when someone breaks the law.	Analysing how different contexts can influence family roles and relationships. Resolving conflict using calm, assertive communication (e.g. 'I feel... when you...' statements). Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. Using courtesy and manners in a variety of situations, such as being late, forgetting something, admitting a mistake, challenging something respectfully and in a new or unfamiliar environment. Considering how to apply respectful behaviour across different settings (e.g. school, public places, online). Practising adapting communication to show respect in formal and informal situations, with both peers and adults. Recognising situations where their personal preferences may conflict with others' needs and responding appropriately (e.g. not playing music aloud on transport, being aware of body space). Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements). Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. Recognising when to stand up for themselves and when to compromise. Discussing real-life examples of balancing their own needs with those of others. Practising discussing disagreements without blaming others or over-reacting. Recognising and celebrating their own identity and what makes them unique. Reflecting on personal values and how these should influence their behaviour and choices. Setting personal goals and planning how to work towards them. Practising self-care strategies that support emotional wellbeing. Noticing when	Recognising that online experiences can have both positive and negative effects. Recognising the effect of online interactions on personal wellbeing. Recognising that character or self-esteem may be linked to online behaviour. Recognising that online (including influencers, advertising) can affect people's thoughts, choices and behaviour. Recognising a wide range of bullying and harassment behaviours and their impact. Recognising that some websites have age restrictions based on content or features. Evaluating information online, including the difference between fact and opinion. Recognising the types of behaviour that may make them feel uncomfortable (e.g. harassment, bullying, cheating or offensive language).	Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. Practising how to ask for, give or refuse permission or consent in a range of situations. Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).* Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.* Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).* Identifying safe places to cross a road and describing different strategies to cross safely. Explaining how to safely cross a railway line, at identified crossing points. Identifying various risks on railways and ways to make them safer. Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks. Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). Assessing whether a situation is hazardous and explaining why. Considering how to respond to hazards in a range of situations, including those involving peers. Identify situations where calling 999 is appropriate vs not.* Recognising other ways of getting help when it is needed, but is not an emergency.* Explaining why filming an incident is not usually the right
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Year 5 & 6 Knowledge	Commitment' means promising to be with someone through good and bad times. That marriage and civil partnerships are legal commitments between two people based on love and care. Parents/carers are there to guide children and protect them, and this might mean setting boundaries or rules. Families should support and protect the physical and mental health of all members and provide love and security to children. Family functions (e.g. support and caregiving) may be shared differently in different families. The central function of any family is to provide stability and safety to its members, especially children. They can speak to someone at school or Childline if a family relationship is making them feel unsafe. That families should support and protect the physical safety and mental health of all members. That close friendships are important for people's happiness and mental health. The signs of unhealthy friendships might be one-sidedness, frequent criticism, controlling behaviours, constant conflict or unreliable or untrustworthy actions. How people deal with fallouts and disagreements can affect how strong their friendships become. People who pressure, lie, or break promises may not be trustworthy. It is ok to end a friendship if it is unhealthy or makes them unhappy. Some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). It is important to regulate our responses to emotions so they do not control our feelings and actions. If conflict exists, using violence or aggression is not acceptable and will make things worse. People should try to balance their own needs and wants with the needs and rights of those around them to be respectful. That people have a	Specific online activities are designed for different purposes (e.g. communication, entertainment or learning). Influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. Online content is often edited and carefully chosen. Personal data includes information about a person, including their online behaviour and interests. Apps, websites and games can collect personal data, including location information. There are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). How to report concerns on different online platforms. Reporting online concerns to a trusted adult is always important.	Borrowing money may be paying more than the original amount of interest. Gambling involves risk with a significant chance of losing money. There are laws to protect rights and ensure they are treated fairly. There are consequences if rules are broken.	They can speak to someone at school or Childline if a family relationship is making them feel unsafe. How people deal with fallouts and disagreements can affect how strong their friendships become. People who pressure, lie or break promises may not be trustworthy. Some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). It is important to regulate our responses to emotions so they do not control our feelings and actions. If conflict exists, using violence or aggression is not acceptable and will make things worse. Respect can also mean recognising someone's role or responsibility (e.g. showing respect to teachers, leaders or people in public service). People should try to balance their own needs and wants with the needs and rights of those around them to be respectful. That people have a responsibility to each other to behave appropriately and fairly. That healthy relationships involve mutual trust, respect and consent. It is okay to say no, to change their mind or change a boundary, even if they previously gave permission. Crossing someone's boundary, even as a joke, can harm trust and damage relationships. They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. How to express needs and boundaries respectfully and confidently. They can be kind and respectful to others without ignoring their own needs. That behaving in ways that align with our values contributes to self-respect. Self-respect supports good mental health and happiness and aids personal growth. Identity includes values, beliefs, likes, dislikes and cultural background. Developing interests and	Specific online activities are designed for different purposes (e.g. communication, entertainment or learning). Online content is often edited and carefully chosen. There are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). How to report concerns on different online platforms. Reporting online concerns to a trusted adult is always important.	To know that pressure from adults to keep secrets, send images to someone uncomfortable is a sign. To know that someone asking to keep conversations or photos private, especially online, may be unsafe. Friendly behaviour (e.g. compliments, gifts) can sometimes be used to manipulate people. To know that the person who says they are online is who they say they are. To know that the absence of permission or consent that a situation is likely to be unsafe. That they should always seek help from a trusted adult. – They experience or witness online violence, threats or harm, either in person or online. – Someone tries to hurt or bully others physically or emotionally, in person or online. – Someone touches them without their permission, in person or online. – They feel unsafe but cannot tell why, or are unsure who to trust, in person or online. – They are worried about someone else being hurt or treated badly, in person or online. To know some common safety rules when crossing the road or around the car park. To know that trains move faster than they look and cannot stop quickly so it is dangerous to walk on or near railway lines. To know that distractions such as friends, phones or headphones can make it harder to be safe near the roads and railway. To know that beach safety flags tell us about the water. To know the water safety code (Stay close, Stay together, call 999, float). To know strategies for advocating for safe choices and resisting peer-pressure if others are making unsafe choices. To know that hazards include physical (e.g. fire, machinery), chemical (e.g. drugs, substances) or behavioural (e.g. drinking, pressure, online risks). To know that some environments carry higher risk and need greater caution. To know the day-to-day responsibilities of the emergency services, including coastguards, search-and-rescue, fire, ambulance and mountain rescue. To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal. To know that calling emergency services is the right action.* To know that drugs are substances that change how the body or mind works. To know that some drugs (e.g. medicine) can help people when used properly and others can harm. To know that some drugs are illegal (e.g. cannabis) and some are legal (e.g. alcohol) because they can harm physical and mental health. To know that legal drugs are
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Vocabulary	civil partnership commitment influence marriage	advert fact influence mislead opinion scam sponsored targeted advert	budget (Y3/4) need (Y1/2) expenditure (Y5/6) income (Y5/6) loan (Y5/6) private information (Y1/2) gambling (Y5/6)	bystander discrimination empathy self-esteem stereotypes upstander	harmful online bullying online reputation realistic unrealistic upstander	addictive (Y5/6) bystander (Y5/6) cautious (Y5/6) coastguard (Y5/6) consent (Y5/6) current (Y3/4) drugs (Y5/6) emergency services (Y5/6) hazard (Y3/4) illegal (Y3/4) legal (Y3/4) peer pressure (Y5/6) public transport (Y5/6) threat (Y5/6) upstander (Y5/6) violence (Y5/6)
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