

PSHE and RSE Progression Map - 2026 to 27 - (detailing links to PSHE Association and Tier 3 Vocabulary)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concepts and Topics	Relationships All About Me	Relationships Health and Well-being My Place in the World	Relationships Living in the Wider World Materials Matter	Relationships Habitats - Who Lives Where?	Relationships Health and Wellbeing-being Farm to Fork	Relationships Once Upon a World.....Long, Long ago
EYFS	To understand how to meet their own care needs e.g. wash hands, blow nose etc (H) To understand that different people may have different strengths and to use each other's strength to help them learn (L) To begin to develop confidence in new situations (R) To be able to find solutions to conflict (R) To become more confident in new situations (R) To see themselves as a valuable individual (R) To be confident to try new activities and show independence, perseverance and resilience (R) To understand the concept of a 'family' and their diversity. (R) To form positive attachments to adults and friendships with peers (R) To know there are five school values - resilience, relationships, resourceful, reflective, risk-taking (H, L, R)	To understand how to meet their own care needs e.g. wash hands, blow nose etc (H) To begin to understand the concept of a community (R) To think about the perspective of other cultures in our society (L) To know and talk about aspects of overall physical health and well-being (including regular physical activity, healthy eating, tooth brushing, sleep) (H) To understand that we follow rules to keep us safe (L) To understand how to be more outgoing with unfamiliar people in a safe context (R) To be able to remember rules without needing an adult to remind them (R) To understand how to be a safe pedestrian (L) To be able to focus on the teacher and sets of instructions (L)(R) To be able to explain the reasons for rules (L) To be aware of the different people in our community and how they keep us safe (doctors, nurses, police officers, PCSOs) (L) To know there are five school values - resilience, relationships, resourceful, reflective, risk-taking (H,L,R)	To understand how to meet their own care needs e.g. wash hands, blow nose etc (H) To begin to find solutions to conflict (R) To be able to suggest alternative games in order to resolve conflict (R) To be able to build constructive and respectful relationships (R) To work and play cooperatively and take turns with others (R) To show sensitivity to own and others needs (R) To have some understanding of the school values - resilience, relationships, resourceful, reflective, risk-taking (H, L, R)	To understand how to meet their own care needs e.g. wash hands, blow nose etc (H) To be able to identify and name emotions in themselves (H) To begin to identify how other people might be feeling (H) To show resilience and perseverance in the face of challenge (H) To be able to effectively express their feelings (H) To begin to be able to regulate and manage their own emotions (H) To have some understanding of the school values - resilience, relationships, resourceful, reflective, risk-taking (H,L,R)	To understand how to meet their own care needs e.g. wash hands, blow nose etc (H) To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (H) To be able to identify healthy foods (H) Show increasing understanding of the school values - resilience, relationships, resourceful, reflective, risk-taking	To understand how to meet their own care needs e.g. wash hands, blow nose etc (H) To think about the perspective of other cultures in our society (L) To understand that we live in a multicultural society and to be respectful of difference of their peers (L) Show sensitivity to their own and to others' needs. (R) Show increasing understanding of the school values - resilience, relationships, resourceful, reflective, risk-taking
Tier 3 Vocabulary	Family, house, mum, dad, brother, sister, grandparents, step- mum, step-dad, foster mum, foster dad, family, difference, love, share, celebration, turn-taking, special, rewards, friendship, kindness, happy, sad, shy, feeling, lonely, sorry, angry,	community, rules, accident, emergency, stranger, safety, crossings, road, green cross code, food bank, hospital, doctors, library Happy, safe, angry, calm, scared, mistake, teamwork, kind, gentle, friend, sharing, turn taking, upset	mange emotions, breathing, relax, independence, health, Happy, safe, angry, calm, scared, mistake, teamwork, kind, gentle, friend, sharing, turn taking, upset	litter, environment, care, responsibility, plastic pollution, nature, Happy, safe, angry, calm, scared, mistake, teamwork, kind, gentle, friend, sharing, turn taking, upset	healthy, unhealthy, farm, Happy, safe, angry, calm, scared, mistake, teamwork, kind, gentle, friend, sharing, turn taking, upset	culture, differences, religion, respect Happy, safe, angry, calm, scared, mistake, teamwork, kind, gentle, friend, sharing, turn taking, upset
Categories	Understanding and managing emotions, for myself and others/ family, friendships and safe relationships/Emotional health/ Valuing differences	Understanding and managing emotions, for myself and others/ / Keeping myself and others safe/ Physical health/Rights and responsibilities	Understanding and managing emotions, for myself and others/ Emotional health/Keeping myself and others safe/	Understanding and managing emotions, for myself and others/ Rights and responsibilities	Understanding and managing emotions, for myself and others.	Understanding and managing emotions, for myself and others.

Key Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Critical thinking question						
Key Concepts	Health and Wellbeing	Relationships	Living in the Wider World	Relationships	Health and Well-being	Living in the Wider World
Critical thinking question	What helps us to stay healthy - <u>physically and emotionally</u> ?	What are feelings? How can I regulate my feelings?	Who helps to keep us safe?	Who is special to us?	What is the same and different about us?	<u>How can we look after each other and the world?</u>
Year 1 Key Concepts: R = Relationships H = Health and Well-being objective L = Living in the Wider World Categories within each concept (refer to row below) Categories Relationships = (family, friendships and safe relationships/understanding and managing emotions for myself and others/keeping myself and others safe) Health and Well-being = (physical health and emotional health) Living in the Wider World = (Rights and responsibilities/valuing differences and raising aspirations)	- Pupils learn: - What being healthy means and who helps them to stay healthy (H1) (physical health vs emotional health) - about different feelings that humans can experience (H11). - how to recognise and name different feelings (H12). - how feelings can affect people's bodies and how they behave (H13) - how to recognise what others might be feeling (H14). - to recognise that not everyone feels the same at the same time, or feels the same about the same things (H16) - about ways of sharing feelings; a range of words to describe feelings (H17). - about foods that support good health and the risks of eating too much sugar (H2) - about how physical activity helps us to stay healthy; and ways to be physically active everyday (H3) - How medicines can help people stay healthy (vaccines) and that some people need medicines every day (H6)	- Pupils learn: - about the different feelings: sad, calm, angry, proud, jealous, happy. - how different feelings affect different parts of their body. - how to register their feelings on a feeling thermometer in response to different events. - to know how to recognise feelings in others using the body language of others.	- Pupils learn: - to recognise risk in simple everyday situations and what action to take to minimise harm (H29). - about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) (H30). - that household products (including medicines) can be harmful if not used correctly (H31). - ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely (H32). - basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them (H34) - How to help in an emergency or an accident - calling 999 (H36)	- Pupils learn: - to understand the roles different people play in our lives (family, class, school, friends etc) (R1) - What family members, or people who care for us, do to make them feel loved/cared for/safe (R2) - to understand differences and similarities between family structures (mum and dad, same sex parent, adoption etc) (R3) and to identify common features of family life (R4.) - the importance of telling someone (e.g. an adult at school/trusted adults) if something in their family makes them feel sad or worried (R5)	- Pupils learn: - What they dislike/like and are good at (H23) - What makes them special and how everyone has different strengths (H21) - how personal features and qualities are unique to them (H22) - How they are similar or different to others - To use correct names for the main body parts, including external (H25) genitalia; and that parts of bodies covered with underwear are private - about growing and changing from young to old and how people's needs change (H26)	- Pupils learn: - How our behaviour can affect others (kind vs unkind, manners) - Responsibilities in and out of school - about what rules are, why they are needed, and why different rules are needed for different situation (L1) - how people and other living things have different needs; about the responsibilities of caring for them (L2) - What can harm the local environment and how we can care for it (L3)
Tier 3 Vocabulary	physical health, emotional health, name feelings (calm, sad, happy. angry, proud, jealous), medicine, daily, medication vaccines, active,	regulate, self-regulate, calm, sad, angry, proud, jealous, happy, body language, feeling thermometer	harm, safe, safety, minimise, prevent, rules, trusted, trust, household products, accident, emergency,	family, similarities, differences, roles, family dynamics, common features,	likes, dislikes, strengths, qualities, unique, private parts, underwear, safe, growing, change	kind, unkind, manners, respect, local environment, roles, responsibilities, care, living things,
Categories covered	Physical health, emotional health	Rights and responsibilities, Understanding and managing emotions	Keeping myself and others safe Rights and responsibilities	Family Relationships and safe relationships/Valuing differences	Physical health, emotional health Keeping myself and others safe Understanding and managing emotions	Rights and responsibilities

Key Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Critical thinking question						
Key Concepts	Health and Well-being	Relationships	Relationships	Health and Well-being	Relationships	Living in the Wider World
Critical thinking question	How do we recognise our feelings?	What makes a good friend?	What is bullying?	What helps us grow and stay healthy?	What helps us feel safe?	What jobs do people do?
Year 2 Key Concepts: R = Relationships H = Health and Well-being objective L = Living in the Wider World Categories within each concept (refer to row below) Categories Relationships = (family, friendships and safe relationships/understanding and managing emotions for myself and others/keeping myself and others safe) Health and Well-being = (physical health and emotional health) Living in the Wider World = (Rights and responsibilities/valuing differences and raising aspirati	Pupils learn: - about different feelings that humans experience (H11) - how to recognise, name and describe a range of emotions (H12) (<i>progressive as per vocabulary list</i>) - What helps us feel good or better if we aren't feeling good - to recognise that not everyone feels the same at the same time, or feels the same about the same things (H15) - How feelings can effect us physically and can effect behaviour (H13) - Ways to manage big feeling, to help calm themselves down and/or change their mood when they don't feel good (H18) - the importance of sharing feelings with a trusted adult (H16) - How to recognise when they might need help with feelings, that it is important to ask for help with feelings and how to ask for it (H19) - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better (H20)	Pupils learn: - how to make friends (R6) - How to recognise when you feel lonely and what you can do about it (R7) - Explore what makes a good friendship (R6) - How to resolve arguments with friends positively (R8) - How/who to ask for help if a friendship is making them unhappy (R9) - about what is kind and unkind behaviour, and how this can affect others (R21). about how to treat themselves and others with respect; how to be polite and courteous (R22). - to recognise the ways in which they are the same and different to others (R23). - how to listen to other people and play and work cooperatively (R24). - how to talk about and share their opinions on things that matter to them (R25)	Pupils learn: - how our words and actions can effect others (R10), including online - about how people may feel if they experience hurtful behaviour or bullying (R11). - that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (R12) - How to ask for and give/not give permission regarding physical contact (R13) - How to respond if physical contact makes them feel unsafe (R16) - about knowing there are situations when they should ask for permission and also when their permission should be sought (R17). - about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) (R18). - basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe (R19). - what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard (R20)	Pupils learn: - different things help their bodies to stay healthy (food and drink, exercise, sleep and rest) (H1) - about foods that support good health and the risks of eating too much sugar (H2) - How to be physically active and how much sleep/rest they should have a day (H3/H4) - simple hygiene routines that can stop germs from spreading (H5) - That there are different ways to learn and play and to know when to take a break from screen time (H9) - about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health (H7) - How to keep safe in the sun and protect skin from damage (H8) - about the people who help us to stay physically healthy (H10)	Pupils learn: - about what rules are, why they are needed, and why different rules are needed for different situations (L1) - how rules and age restrictions keep us safe (H28) (road, fire, cycle and water safety; medicines and household products and online) (OUR R) - How to identify risks in unsafe situations and what action to take to minimise harm (H29) (our R) - How to resist pressure to do something that makes them feel unsafe or uncomfortable (our R) including keeping secrets - How people use the internet and devices in their jobs/everyday life (L7 and L8) - How not everything they see online is true or trustworthy and people can pretend to be someone they are not (L9) - that sometimes people may behave differently online, including by pretending to be someone they are not (R14) - how to respond safely to adults they don't know (R15) - How to tell a trusted adult if they are worried for themselves or others, or are worried that some is unsafe safe or if something scares them (R20)	Pupils learn: - about the different groups they belong to (L4) - about the different roles and responsibilities people have in their community (L5) - to recognise the ways they are the same as, and different to, other people (L6) - how jobs help us to earn money to pay for things we need and/or want (L15) - Explore a range of different jobs, including people they know or people who work in the community (L16) - How people have different strengths and interests that enable them to do different jobs (L17)(L14) - about preparing to move to a new class/year group (H27)
Tier 3 Vocabulary	feelings, sharing, manage feelings, trusted adult, request help. change, loss, bereavement,	good friendship, qualities, lonely, loneliness, resolve, conflict, polite, courteous, collaboration, co-operation, opinions, share	impact, hurtful, bullying, online, offline, teasing, name calling, bullying, excluding, physical contact, permission, resisting peer pressure	healthy bodies, healthy minds, exercise, sleep, rest, unhealthy foods, healthy foods, hygiene routines, sun safe, oral hygienes, dental health	rules, rights, responsibilities, age restrictions, road safety, fire safety, online safety, identify risks, minimise harm, resists pressure, unsafe, uncomfortable, identity,	groups, community, society, roles, responsibilities, earnings, wage, job, occupation, transition, similarities, differences
Categories	Physical health, Emotional health	FamilyRelationships and safe relationships Keeping myself and others safe Understanding and managing emotions	FamilyRelationships and safe relationships Keeping myself and others safe Understanding and managing emotions	Physical Health	Keeping myself and others safe Rights and responsibilities	Valuing differences and raising aspirations Rights and responsibilities

Key Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Critical thinking question						
Key Concepts Critical thinking question	Relationships What does a healthy friendship mean to me?	Health and Well-being How can we manage risks safely?	Health and Well-being Why should we care about our physical health? (retrieve knowledge of Year 2 Science eat well plate)	Health and Well-being How do we manage our emotional health?	Living in the Wider World How can we value differences in society?	Living in the Wider World What makes a community?
Year 3 Key Concepts: R = Relationships H = Health and Well-being objective L = Living in the Wider World Categories within each concept (refer to row below) Categories Relationships = (family, friendships and safe relationships/understanding and managing emotions for myself and others/keeping myself and others safe) Health and Well-being = (physical health and emotional health) Living in the Wider World = (Rights and responsibilities/valuing differences and raising aspirati	- to recognise that there are different types of relationships ((R1) - about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (R10) - what constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships (R11) - to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face (R12) - the importance of seeking support if feeling lonely or excluded (R13/R14)	Pupils learn: - reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (H37) - how to predict, assess and manage risk in different situations (H38) - about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe (H39) - about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) (H40) - strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about (H41)	Pupils learn: - how to make informed decisions about health (H1) - about the elements of a balanced, healthy lifestyle (H2). - about choices that support a healthy lifestyle, and recognise what might influence these (H3) - how to recognise that habits can have both positive and negative effects on a healthy lifestyle (H4). - about what good physical health means; how to recognise early signs of physical illness (H5) - about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. (H6) - how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H7)	Pupils learn: - that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H15) - about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing (H16) - to recognise that feelings can change over time and range in intensity (H17) about everyday things that affect feelings and the importance of expressing feelings (H18)	Pupils learn: - to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (R7) - How common features of family life often include shared experiences e.g., birthdays, celebrations, holidays - to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (R8) - How people within families should care for each other and the different ways they demonstrate this - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9) - about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (R32) - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (R33) - how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (R34)	Pupils learn: - about the different groups that make up their community; what living in a community means (L6) - about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (L8) - How the community helps everyone to feel included and values the different contributions that people make (L7) - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (R33)
Tier 3 Vocabulary	family, friendships, family relationships, peer relationships, adult relationships, online friendships, face to face relationships, lonely, excluded, seek support	complying, regulations, restrictions, personal safety, well-being, social media, television, online gaming, self-regulation, hazards, reduce risks, keep safe, local environment, unfamiliar places, firework safety	balanced diet, healthy lifestyle, habits, recognise positive and negative effects, nutritional values, obesity, tooth decay, good physical health, inactive lifestyle	mental health, promoting positive mental health, quality sleep, clubs, activities, hobbies, express feelings, manage feelings, self-regulate feelings.	- single parents, same-sex parents, step-parents, blended families, foster parents, security, stability, commitment, traditions, beliefs, lifestyle, constructively challenge	valuing differences, different contributions, traditions, beliefs, lifestyles
Categories	Family, friendships and safe relationships/Managing emotions for myself and others	Keeping myself and others safe Physical health, emotional health	Physical health	Emotional health	Family, friendships and safe relationships/Managing emotions for myself and others	Valuing differences Family, friendships and safe relationships

Key Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Critical thinking question						
Key Concepts	Health and Well-being	Relationships	Health and Well-being	Health and Well-being	Living in the Wider World	Health and Well-being
Critical thinking question	What strengths, skills and interests do we have?	How do we treat each other with respect and maintain safe relationships?	How can we manage our own mental health?	How will we change and grow?	How can our choices make a difference to others and the environment?	How can we manage risk in different situations?
Year 4 Key Concepts: R = Relationships H = Health and Well-being objective L = Living in the Wider World Categories within each concept (refer to row below) Categories Relationships = (family, friendships and safe relationships/understanding and managing emotions for myself and others/keeping myself and others safe) Health and Well-being = (physical health and emotional health) Living in the Wider World = (Rights and responsibilities/valuing differences and raising aspirations)	- Pupils learn: - about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) - that for some people gender identity does not correspond with their biological sex (H26) - to recognise their individuality and personal qualities (H27). - to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (H28) - about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29)	- Pupils learn: - how people's behaviour affects themselves and others, including online (R30) - to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31) - strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) - how friendships can change over time, about making new friends and the benefits of having different types of friends (R16). - that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17) - to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18)	- Pupils learn: - a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; (H19) - strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) - to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others (H21) - to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (H22) - about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) - problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24)	- Pupils learn: - about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) (H31) - about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (H32) - about where to get more information, help and advice about growing and changing, especially about puberty (H34)	- Pupils learn: - to recognise reasons for rules and laws; consequences of not adhering to rules and laws (L1) - to recognise there are human rights, that are there to protect everyone (L2) - about the relationship between rights and responsibilities (L3) - the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) - ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5)	- Pupils learn: - how to recognise, predict, assess and manage risk in a variety of situations (including online) (H38) (our R) - how to keep safe in the local environment and less familiar locations (road, rail, water, fire, sun) and the safe use of digital devices (H41) (our R) - how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) - about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (H42) (our R)
Tier 3 Vocabulary	ethnicity, gender, faith, culture, hobbies, personal identity, individuality, self-worth	self-respect, courteous, peer influence, peer approval, resolve, disputes, reconcile difference	intense, intensity, conflicting feelings, death, change, loss, managing grief, bereavement, managing change, transitions	puberty, menstruation, menstrual cycle, menstrual well-being, personal hygiene, ovary, vagina, womb, uterus, period, tampons, sanitary towels	rules, responsibilities, shared responsibilities, compassion, empathy, protect the environment, reduce, reuse, recycle, up-cycle, sustainable, sustainability	predict, assess, manage, mitigate, peer pressure, strategies, personal information, inappropriate content, inappropriate contact
Categories	Physical health, Emotional health	Keeping myself and others safe, Understanding and managing emotions	Physical health, Emotional health Understanding and managing emotions	Physical health, Emotional health	Rights and responsibilities	Keeping myself and others safe Understanding and managing emotions

Key Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Critical thinking question						
Key Concepts	Relationships	Living in the Wider World	Health and Well-being	Relationships	Health and Well-being	Living in the Wider World
Critical thinking question	What makes up our identity and how can we manage hurtful behaviour?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What are our future aspirations?
Year 5 Key Concepts: R = Relationships H = Health and Well-being objective L = Living in the Wider World Categories within each concept (refer to row below) Categories Relationships = (family, friendships and safe relationships/understanding and managing emotions for myself and others/keeping myself and others safe) Health and Well-being = (physical health and emotional health) Living in the Wider World = (Rights and responsibilities/valuing differences and raising aspirations)	Pupils learn: - how to recognise and respect similarities and difference between people (our VD RA) - understand the range of factors that contribute to identity (ethnicity, family, faith, gender etc) (our VD RA) - knowing that gender identity is part of personal identity and for some people does not correspond with their biological sex (R4 KS3) - about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) - about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (L10) - about the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19) - strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R20) - about discrimination: what it means and how to challenge it (R21)	Pupils learn: - about the different ways to pay for things and the choices people have about this (L17) - to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' (L18) - that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (L19) - to recognise that people make spending decisions based on priorities, needs and wants (L20) - different ways to keep track of money (L21) - about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (L22) - about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations (L23) - to identify the ways that money can impact on people's feelings and emotions (L24)	Pupils learn: - how to carry out basic first aid including for burns, scalds, cuts, choking, asthma attacks and allergic reactions (H43) - that if someone has experienced a head injury they should not be moved (Note 2) - how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (H44)	Pupils learn: - different types of relationships people have in their lives (R1) - about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); (R22) - about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns (R23) - how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24) - recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25) - about seeking and giving permission (consent) in different situations (R26) - about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (R27) - how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) - where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R29	Pupils learn: - how drugs common to everyday life (alcohol/vaping/smoking/caffeine and medicines) can effect health and wellbeing (H46) - Legal vs illegal drugs and how laws and restrictions are to keep people safe (H47) - Who people choose to use/not use different drugs (H48) - how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) - where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R29	Pupils learn: - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (L25) - that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (L26) - about stereotypes in the workplace and that a person's career aspirations should not be limited by them (L27) - about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (L28)
Tier 3 Vocabulary	gender identity, biological sex, teasing, name-calling, trolling, bullying, harassment, discrimination, racism, race, homophobic	influence, decision making, spending power, income, fair trade, single-use plastic, gambling, debt, saving, investment	female genital mutilation, British law, emergency, emergency services, burn, scald, allergic reaction, asthma attack	privacy, personal boundaries, recognising risks, reporting concerns, confidential, personal safety, vulnerable, self-esteem,	alcohol, vaping, smoking, caffeine, legal, illegal, medicine, drug, laws, restrictions, peer pressure	achievements, goals, aspirations, vision, motivation, stereotypes, career, trades, businesses, occupation
Categories	Family, friendships and safe relationships	Valuing differences and raising aspirations	Keeping myself and others safe Physical health	Family, friendships and safe relationships Keeping myself and others safe, Understanding and managing emotions	Physical health Keeping myself and others safe Understanding and managing emotions	Valuing differences and raising aspirations Rights and responsibilities

Key Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Critical thinking question						
Key Concepts Critical thinking question	Health and Well-being How can we make independent choices that support a healthy, balanced lifestyle?	Health and Well-being What do I need to know about drugs, alcohol and tobacco? (Led by Blackpool Community Trust - Unstoppable)	Living in the Wider World How can the media influence people?	Health and Well-being What will change, physically, as we get older?	Relationships What will change as we become more independent?	Living in the Wider World Is our future in our hands?
Year 6 Key Concepts: R = Relationships H = Health and Well-being objective L = Living in the Wider World Categories within each concept (refer to row below) Categories Relationships = (family, friendships and safe relationships/understanding and managing emotions for myself and others/keeping myself and others safe) Health and Well-being = (physical health and emotional health) Living in the Wider World = (Rights and responsibilities/valuing differences and raising aspirations)	Pupils learn: (revisit this with the emphasis on 'independence') - how 'health' includes physical and mental health and how these are inter-linked - about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (H8). - that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H9) - how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed (H10) - about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and reduce the risk of skin cancer (H12) - about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online (H13) - how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (H14)	Pupils learn: - about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (H46) - to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (H47) - about why people choose to use or not use drugs (including nicotine, alcohol and medicines); (H48) - about the mixed messages in the media about drugs, including alcohol and smoking/vaping (H49) - about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (H50)	Pupils learn: - recognise ways in which the internet and social media can be used both positively and negatively (L11) - how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (L12) - about some of the different ways information and data is shared and used online, including for commercial purposes (L13) - about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information (L14) - recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images (L15) - about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16) - how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) - where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R29	Pupils learn: - to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (H30) - about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for (H33) - about where to get more information, help and advice about growing and changing, especially about puberty (H34) - about the new opportunities and responsibilities that increasing independence may bring (H35) - strategies to manage transitions between classes and key stages (H36) - how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) - where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R29	Pupils learn: - to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1) - that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (R2) - about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (R3) - that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others (R4). - that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (R5) - that a feature of positive family life is caring relationships; about the different ways in which people care for one another (R6)	Pupils learn: - that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid (L29) - about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30) - to identify the kind of job that they might like to do when they are older (L31) - to recognise a variety of routes into careers (e.g. college, apprenticeship, university) (L32) - strategies to manage transitions between classes and key stages (H36)
Tier 3 Vocabulary	self-reflection, self-regulation, moderation, consumption, responsibility, vaccinations, immunisations, heat stroke, over exposure, skin cancer	cigarettes, e-cigarettes, vaping, smoking, alcohol, tobacco, nicotine, drug use, addiction, legal, illegal, media	media, social media, peer pressure, manipulated images, reliability, personal safety, online safety, targeted, distribution of images, identify misinformation	reproduction, sperm, semen, testicles, penis, erection, ejaculation, wet dream, conception, contraception, fertilisation, embryo, making love, sexual intercourse	attraction, emotional, romantic, sexual attraction, gender identity, sexual orientation, marriage, civil partnership, arranged marriage	wage, salary, career, occupation, college, apprenticeship, degree, university, skills, teamwork, collaboration, cooperation, teamwork, communication, negotiation
Categories	Physical health, Emotional health	Physical health, Emotional health	Keeping myself and others safe Understanding and managing emotions	Physical health, Emotional health Keeping myself and others safe Understanding and managing emotions	Family, friendships and safe relationships Keeping myself and others safe, Understanding and managing emotions	Valuing differences and raising aspirations, Rights and responsibilities

