| **PSHE** |  | **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
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| **Health and Wellbeing** | **Healthy Lifestyles** | The names of the parts of the body (not genitalia)  That our bodies are good and we need to look after them  That a healthy lifestyle includes exercise, diet, sleep and personal hygiene  That we have choices and these choices can impact how we feel and respond. | What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating.  The importance of sleep, rest and recreation for our health.  How to maintain personal hygiene. | That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. | How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. |
| **Mental Health** | A language to describe their feelings  An understanding that everyone experiences feelings, both good and bad  Simple strategies for managing feelings  Simple strategies for managing emotions and behaviour | Our bodies are good.  Children will have a basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character.  Simple strategies for managing feelings and for good behaviour. | That emotions change as they grow up (including hormonal effects).  What emotional well-being means.  Positive actions help emotional well-being (beauty, art, etc. lift the spirit).  Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).  Learn about some feelings often associated with change.  Learn coping strategies to support themselves and others. | To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.  That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media.  To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.  About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.  That there are many emotions and feelings connected with change.  That gratitude and positivity help build resilience. |
| **Ourselves, Growing and Changing** | We are each unique, with individual gifts, talents and skills.  That we all have different ‘tastes’, but also similar needs.  That there are natural life stages from birth to death, and what these are  Change is a part of growing up | The names of the parts of our bodies.  What ‘death’ means.  About some feelings often connected with grief.  Change is a part of life.  Managing our feelings about change helps to prepare us for future changes. | Every human life is precious from the beginning of life (conception) to natural death.  Learn what the term puberty means.  Learn when they can expect puberty to take place.  Learn correct naming of genitalia.  Learn what changes will happen to girls and boys during puberty.  including, scientifically, the uniqueness of the moment of conception.  How conception and life in the womb fits into the cycle of life.  Some ways to support themselves and others when they are grieving  Understand that change is a part of life and that there are different kinds of change. | Physically becoming an adult is a natural phase of life.  That human beings are different to other animals.  About the unique growth and development of humans.  How a baby grows and develops in its mother's womb.  Basic scientific facts about sexual intercourse between a man and woman.  The physical, emotional, moral and spiritual implications of sexual intercourse.  About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life.  Some practical help on how to manage the onset of menstruation. |
| **Keeping Safe** | About safe and unsafe situations indoors and outdoors  That they can ask for help from their special people.  To know they are entitled to bodily privacy  Paramedics help us in a medical emergency.  First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance | Ask for adult help with anything that worries them or makes them feel unsafe.  They should call 999 in an emergency and ask for ambulance, police and/or fire brigade.  If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.  Some basic principles of First Aid. | Some behaviour is wrong, unacceptable, unhealthy and risky.  How to report and get help if they encounter inappropriate materials or messages online.  To judge well what kind of physical contact is acceptable or unacceptable and how to respond.  In an emergency, it is important to remain calm.  Quick reactions in an emergency can save a life.  Children can help in an emergency using their First Aid knowledge. | The need for modesty and appropriate boundaries.  To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.  The recovery position can be used when a person is unconscious but breathing.  DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance. |
| **Drugs, Alcohol and Tobacco** | Medicines should only be taken when a parent or doctor gives them to us.  Medicines are not sweets. | Medicines are drugs, and an introduction of not all drugs are good for us.  Alcohol and tobacco are harmful substances. | Medicines are drugs, but not all drugs are good for us, and articulate why.  Alcohol and tobacco are harmful substances and explain the negative impact these can have.. | Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.  Learn how to make good choices about substances that will have a positive impact on their health.  Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco. |
| **Relation-**  **ships** | **Families** | That it is natural for us to relate to and trust one another  To identify special people (e.g. parents, carers, friends) and what makes them special. | That it is natural for us to relate to and trust one another.  The importance of nuclear and wider family. | Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong.  That there are different types of relationships including those between acquaintances, friends, relatives and family. | Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;  Apply this approach to personal friendships and relationships. |
| **Friendships** | The importance of being close to and trusting of ‘special people’ and telling them is something is troubling them | The characteristics of positive and negative relationships.  Different types of teasing and that all bullying is wrong and unacceptable. | That relationships take time and effort to sustain.  That good friendship is when both persons enjoy each other’s company and also want what is truly best for the other.  The difference between a group of friends and a ‘clique’. | Pressure comes in different forms, and what those different forms are;  There are strategies that they can adopt to resist pressure. |
| **Managing Hurtful Behaviour** | That they can and should be open with ‘special people’ they trust if anything troubles them  To recognise when they have been unkind to others and say sorry. | Saying sorry is important and can mend friendships.  To recognise when they have been unkind and say sorry.  To recognise when people are being unkind to them and others and how to respond. | Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. | About prejudice, bullying and discrimination: what they mean and how to challenge them. |
| **Safe Relation- ships** | The characteristics of positive and negative relationships | That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do.  To identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special.  The importance of being close to and trusting special people and telling them if something is troubling them.  The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them. | Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying.  That bad language and bad behaviour are inappropriate.  That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. | To judge well what kind of physical contact is acceptable or unacceptable and how to respond.  That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests. |
| **Respecting Self and Others** | How their behaviour affects other people and that there is appropriate and inappropriate behaviour  About different types of teasing and that all bullying is wrong and unacceptable | To learn that we are unique, with individual gifts, talents and skills.  That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc).  How their behaviour affects other people, and that there is appropriate and inappropriate behaviour.  How to resist pressure when feeling unsafe.  To know that they are entitled to bodily privacy. | To devise practical ways of loving and caring for others.  To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. | Understand what consent and bodily autonomy means.  Discuss and reflect on different scenarios in which it is right to say ‘no’.  About protected characteristics from the Equality Act 2010 such as race, age and disability. |
| **Living in the Wider World** | **Shared Respons-**  **ibilities** | That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.  That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) | That we have a duty of care for others and for the world we live in (charity work, recycling etc.).  About what harms and what improves the world in which we live. | Rights protect us and ensure everyone is treated equally.  Rules and rights are based on our values as a community. | Just, understanding that the way we live has an impact on others locally, nationally and globally. |
| **Commun-**  **ities** | That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest  That they belong to various communities, such as home and school. | That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.  That they belong to various communities such as home, school, parish, the wider local community, nation and global community; | Similarities and differences between people arise as they grow and make choices.  It is our responsibility to follow the rules at home, school and in our country.  Some of our rules and laws are based on our rights. | By living and working together (‘teamwork’) we create community. |
| **Media and Digital Literacy** | That the internet connects us to others  That the internet helps us in lots of ways  About safe and unsafe situations online. | That the internet connects us to others and helps us in lots of ways.  Our feelings matter – both online and offline.  To understand safe and unsafe situations, including online. | To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.  How to use technology safely.  How to report and get help if they encounter inappropriate materials or messages. | The difference between harmful and harmless videos and images.  The impact that harmful videos and images can have on young minds.  Ways to combat and deal with viewing harmful videos and images.  What the term cyberbullying means and examples of it.  What cyberbullying feels like for the victim.  How to get help if they experience cyberbullying. |
| **Money** | That money helps us buy things.  That wants and needs are different. | That money is valuable and is used as an exchange for needs and wants.  About spending and saving choices. | All forms of money have advantages and disadvantages.  Our attitude to money and choices about spending, saving and giving impacts on ourselves and others.  Budgeting helps to keep track of spending and saving. | There are a wide variety of payment options.  The importance of budgeting and tracking spending and saving.  About the hierarchy of needs and other influences on spending choices.  Some people have more money than others. |
| **Aspirations and Careers** | There are lots of jobs designed to help us.  About strengths and interests needed to do different jobs  About some different types of jobs  That having a job can help us to look after each other and the world | About some different types of jobs in the community.  About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls.  Work is a part of our purpose (vocation). | Know that there are many different jobs and types of work.  Understand some of the factors that influence people’s choice of work.  Explore their own interests, skills and gifts in relation to their job aspirations. | Learn about the process of getting a job and consider factors that influence job choices.  Understand how stereotyping can affect work aspirations and learn to challenge such attitudes.  Consider jobs in different sectors, learning pathways to work and their own job aspirations. |