



Lesson Content following the three Core Themes:

1. **Health and Wellbeing (Healthy Lifestyles, Nutrition and Food, Hygiene, Growing and Changing, Emotions, Keeping Safe)**
2. **Relationships (Communication, Bullying, Respecting Self and Others, Healthy Relationships)**
3. **Citizenship (Rules and Responsibilities, Aspirations, Money and Finance, Communities)**

PSHE & Citizenship			
EYFS N	Autumn	Spring	Summer
	- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Start to eat independently and learning how to use a knife and fork.	- Develop their sense of responsibility and membership of a community. - Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. - Increasingly follow rules, understanding why they are important. Play with one or more other children, extending and elaborating play ideas. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	- Begin to understand how others might be feeling. - Talk with others to solve conflicts. - Do not always need an adult to remind them of a rule. - Develop appropriate ways of being assertive. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Make healthy choices about food, drink, activity and tooth brushing.
EYFS R	Autumn	Spring	Summer
	- Build constructive and respectful relationships. - Manage their own needs.	- Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge.	- Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - See themselves as a valuable individual. - Know and talk about the different factors that support their overall health and wellbeing: Regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screentime’, having a good sleep routine, being a safe pedestrian
ELG	Self-Regulation ELG Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		This progression document and scheme are designed to enable children to achieve the Early Learning Goals by the end of the Foundation Stage.
	Managing Self ELG Children at the expected level of development will:		



	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					
	Building Relationships ELG Children at the expected level of development will: - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.					
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Taking Turns – It's Your Turn</u> - To understand what rules are, why they are needed, and why different rules are needed for different situations <u>Sharing – Share The Booty</u> - To know how people and other living things have different needs; about the responsibilities of caring for them <u>Road Safety – Green X Code</u> - To know how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the	<u>Happiness – Smile!</u> - To know the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations <u>Anger – Grrr!</u> - To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate <u>Love – Three Little Words</u> - The range and scale of emotions (e.g. happiness, sadness,	<u>Healthy Eating 1 – Vote Green</u> - To understand the importance of a healthy relationship with food <u>Healthy Eating 2 – Meat Eaters</u> - To know what constitutes a healthy diet (including understanding calories and other nutritional content) <u>Physical Activity 2 – Mighty Muscles</u> - To know the benefits of physical activity, time outdoors, and helping others for	<u>Bullying – Ugly Duckling</u> - To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <u>Behaviour 1 – My Shoes</u> - To know how to pay attention to the needs and preferences of others, including in families and friendships <u>Kindness – Give A Little</u> - To know that stable, caring relationships are at the heart of safe and happy families and are important	<u>Caring – Talking To Plants</u> - To know about things they can do to help look after their environment <u>Fairness – It's Not Fair!</u> - To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <u>Family 2 – Special People</u> - To know that families are important for children growing up safe and happy because they can provide love, security and stability	<u>Keeping Clean 2 – Bath Time!</u> - To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing <u>Similarities And Differences – Boys v Girls</u> - To know about growth and other ways the body can change and develop, particularly during adolescence <u>Changing Needs – I Need</u> - To know about growth and other ways the body can change and



	water safety code <u>Friendship 1 – Friends Together</u> - To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties <u>Family 1 – My Family</u> - To know that stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up <u>Safe Zone – Copyright And Ownership</u> - To be able to explain why work I create using	anger, fear, surprise, nervousness) that they might experience in different situations <u>Opinions – I Think</u> - To know how to pay attention to the needs and preferences of others, including in families and friendships <u>Co-operation – I Want To Play</u> - To know how to pay attention to the needs and preferences of others, including in families and friendships <u>Setting Goals – When I Grow Up...</u> - To know about some of the strengths and interests someone might need to do different jobs	health, wellbeing and happiness <u>Physical Activity 3 – Get Physical!</u> - To know the characteristics and mental and physical benefits of an active lifestyle <u>Dental Hygiene 1 – Brushing Up!</u> - To know about dental health and the benefits of good oral hygiene <u>Dental Hygiene 2 – Bright White</u> - To know about dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth <u>Safe Zone – Managing Information Online</u> - To know where and how to report	for children's security as they grow up - To know how important friendships are in making us feel happy and secure, and how people choose and make friends <u>Our School – Common Goals</u> - To know about the different roles and responsibilities people have in their community <u>Belonging – Join The Club</u> - To know about the different groups they belong to <u>Safe Zone – Privacy And Security</u> - To know about the internet and digital devices that can be used to safely find things out and to communicate with others	- To know that stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up <u>Staying Safe 1 – Secret Surprise</u> - To understand the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe <u>Sun Safety – It's A Cover Up</u> - To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	develop, particularly during adolescence <u>Money 1 – Grows On Trees</u> To know what money is; for that money comes in; that money comes from different sources <u>Money 2 – Coining It In</u> - To know what money is; for that money comes in; that money comes from different sources <u>Money 3 – Keep It Safe</u> - To know that money needs to be looked after; different ways of doing this
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	technology belongs to me (e.g. It's my idea' or 'I designed it'). To know how save my work so that others know it belongs to me (e.g. filename, name, content) <u>Safe Zone – Self-Image and Identity</u> To know that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous		concerns and get support with issues online			
Year 2	Autumn 1 <u>Rules and Expectations 1- Class Charter</u> - To understand what rules are, why they are needed, and why different rules are needed for different situations <u>Rules and Expectations 2- Who's At Fault?</u> - To know how	Autumn 2 <u>Comparisons- All The Same</u> To know that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or	Spring 1 <u>Healthy Eating 3- What a Load of Junk!</u> - To know what constitutes a healthy diet <u>Healthy Eating 4- Party Time!</u> - To know the principles of planning and preparing a range of healthy meals	Spring 2 <u>Dental Hygiene 3- Top Teeth</u> To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on	Summer 1 <u>Local Citizenship 1 – Our Local Area</u> - To know about the different roles and responsibilities people have in their community <u>Local Citizenship 2 – Community Centre</u> - To know about the different roles and responsibilities	Summer 2 <u>Money 4- Shopping List</u> - To know about the difference between needs and wants; that sometimes people may not always be able to have the things they want <u>Choices- This Or That</u> - To know about the



	people and other living things have different needs; about the responsibilities of caring for them <u>Friendship 2- Hola! Bonjour!</u> - To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. <u>Friendship 3- Share Alike</u> - To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties <u>Co-Operation 2- Let's Debate</u>	make different choices, or have different preferences or beliefs <u>Right and Wrong- In The Right</u> - To know a range of practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. <u>Lending/Borrowing - The Borrowers</u> - To know how people and other living things have different needs; about the responsibilities of caring for them <u>Aspirations- It's A Goal!</u> - To know that everyone has different strengths <u>Sadness- How to Cope</u> - To know how to recognise feelings and use varied vocabulary to talk about their own others' feelings <u>Fire Safety- Escape Plan</u> - To know about	<u>Physical Activity 1- Workout!</u> - To know the characteristics and mental and physical benefits of an active lifestyle <u>Sleep- Nighty Night</u> - To know the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom <u>Keeping Healthy- Give It A Boost</u> - To know the introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils <u>Drug Safety- Magic Medicine</u> - To know the facts about legal and illegal harmful substances and associated risks, including smoking,	diet or health <u>Keeping Clean 1- Meet Grub</u> - To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing <u>Teasing- That's Mean</u> - To know the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. <u>Behaviour 2- Help Me!</u> - To know how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. <u>Staying safe 2- I Don't Know You</u> - To know how to respond safely and appropriately to adults they may encounter (in all	people have in their community <u>Emotions – Mood Swings</u> - To know how to recognise feelings and use varied vocabulary to talk about their own and others' feelings <u>Emergency Calls – 999</u> - To know how to make a clear and efficient call to emergency services if necessary <u>Safe Zone – Managing Information Online</u> - To know about the role of the internet in everyday life <u>Safe Zone- Copyright and Ownership</u> - To be able to describe why other people's work belongs to them - To be able to recognise that content on the internet may belong to other people	difference between needs and wants; that sometimes people may not always be able to have the things they want <u>Enterprise- Dragon's Den</u> - To know that people make different choices about how to save and spend money <u>Human Body- Body Bits</u> - To know the correct names of body parts, including the penis, vulva. <u>Safe Zone- Privacy and Security</u> To know that they have rights in relation to sharing personal data, privacy and consent
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	- To know how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express need and boundaries; how to manage feelings, including disappointment and frustration <u>Good Manners- How Rude!</u> - To understand the conventions of courtesy and manners <u>Safe Zone- Self-Image and Identity</u> - To know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. To know how to recognise harmful content or harmful contact, and how to report this	hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks <u>Safe Zone- Online Relationships</u> To know about the internet and digital devices that can be used to safely find things out and to communicate with others	vaping, alcohol use and drug-taking <u>Safe Zone- Online Reputation</u> To know where and how to report concerns and get support with issues online	contexts, including online), including those they do and do not know <u>Safe Zone- Online Bullying</u> To know that abuse, bullying and harassment can take place online and that this can impact wellbeing and how to seek support from trusted adults		
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Clear Messages – Dot, Dot,</u>	<u>Balanced Approach – Define:</u>	<u>Connections – Paper Chains</u>	<u>Loss/Separation – Lost!</u>	<u>Before Puberty – You’ve</u>	<u>Sun Safety – Too Hot</u>



	<u>Dash</u> - To know how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration <u>Listening And Responding – I Hear You</u> - To know how to show the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships <u>Friendship 1 – Best Features</u> - To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness,	<u>Healthy</u> - To know the importance of promoting general well being and physical health <u>Physical Exercise – Active Kids</u> - To know the risks associated with an inactive lifestyle, including obesity <u>Lifestyle Choices – It’s Your Choice</u> - To know the importance of promoting general wellbeing and physical health <u>Balanced Diet 1 – Plant or Animal</u> - To know what constitutes a healthy diet (including understanding calories and other nutritional content) <u>Balanced Diet 2 – Balancing Act</u> - To know what constitutes a	- To know that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs <u>Family Links – Family Tree</u> - To know that the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care <u>Self Respect – Let’s R.O.C.K</u> - To know the importance of self-respect and how this links to their	- To know about the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations <u>Loss/Separation – Found!</u> - To know how to recognise feelings and use varied vocabulary to talk about their own and others’ feelings <u>Reactions – Frustration!</u> - To know the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help <u>Self Worth – I’m a Marvel</u> - To know the importance of self-respect and how this links to their	<u>Grown</u> - To know about growth and other ways the body can change and develop, particularly during adolescence <u>Keeping Clean – Squeaky Clean</u> - To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing <u>Illness Prevention - Aaachooo!</u> - To know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body <u>Religious Views – Faith Findings</u> - To know that they can expect to be treated with respect by others, and the importance of	- To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage <u>Beach Safety – Follow the Flags</u> - To know how to recognise risk and keep safe around water, including the water safety code <u>Thinking Ahead – Lesson Planning</u> - To recognise reasons for rules and laws; consequences of not adhering to rules and laws <u>Taking The Lead – Learning Time</u> - To know about the relationship between rights and responsibilities <u>Working Together 1 – Name Game</u> - To be able to value the different contribution that people and groups
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	generosity, trust, sharing interests and experiences, and support with problems and difficulties <u>Friendship 2 – Circle Times</u> - To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <u>Friendship 3 – Falling out</u> - To know the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults <u>Safe Zone – Self Image and Identity</u> <i>To know that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example,</i>	healthy diet (including understanding calories and other nutritional content) <u>Sleep – Sweet Dreams</u> - To know the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom - To know the impact of poor sleep on weight, mood and ability to learn <u>Safe Zone – Online Relationships</u> - To know that online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online	own happiness <u>Identified Strengths 1 – I'm Good at That</u> - To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes <u>Identified Strengths 1 – Future Me</u> - To identify the kind of job that they might like to do when they are older <u>Safe Zone – Online Reputation/Managing Information</u> <i>To know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</i>	own happiness <u>Safe Zone – Health, Wellbeing and Lifestyle</u> To know that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. <u>Safe Zone – Privacy and Security</u> <i>To understand the importance of privacy and location settings to protect information online</i>	respecting others, including those who are different (for example, physically, in character, personality or background), or make different choices, or different preferences or beliefs <u>Rules – I'm In Charge</u> To recognise reasons for rules and laws; consequences of not adhering to rules and laws <u>Safe Zone – Copyright and Ownership</u> <i>To know about some of the different ways information and data is shared and used online, including for commercial purposes</i>	make the to the community <u>Working Together 2 – Build It Up</u> - To be able to value the different contribution that people and groups make the to the community <u>Shared Goals – Better Places</u> - To understand 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 - To recognise 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,
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	the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection <u>Safe Zone – Online Bullying</u> To know how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour				recycling, food choices)
Year 4	Autumn 1 <u>Expressing Opinions – It's Debatable</u> - How to pay attention to the needs and preferences of others including families and friendships <u>Privacy – The Secrets Jar</u> - To know the concept of privacy and its implications for children and adults; including that it is not always right to keep secrets if they relate to	Autumn 2 <u>Working With Food 1 – Master Chef</u> - To know the principles of planning and preparing a range of healthy meals <u>Working With Food 2 – Picnic Preparations</u> - To know the principles of planning and preparing a range of healthy meals. <u>Physical, Emotional and Mental 1 – I Am Who I Am</u> - To know the	Spring 1 <u>Persistence and Resilience – Don't Give Up!</u> - To know how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration <u>Negative Persistence – Over And Over</u> - To know the	Spring 2 <u>Family Changes – Two Homes</u> To know some of the characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Summer 1 <u>Money Choices – A Million Dollars</u> - To be able to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something "good value for money" <u>Spending – Ping!</u> - To know about the different ways to pay for things and the choices people have about this	Summer 2 <u>First Aid – Home Hospital</u> - To know the concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries <u>Drug Safety – My Medicine</u> - To know the facts about legal and illegal harmful substances and associated risks <u>Changing Bodies – Everyone</u>



	being safe <u>Friendship 4 – The BAFAs</u> - To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties <u>Boundaries – Don't Push It</u> - To know what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. <u>Trusting Strangers – Safe Strangers</u> - To know how to seek help when needed or when they feel unsure	characteristic and mental and physical benefits of an active lifestyle <u>Physical, Emotional and Mental 2 – Hearts and Minds</u> - To know how to recognise feelings and use varied vocabulary to talk about their own and others' feelings <u>Feelings 1 – Overreacting</u> - To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate <u>Feelings 2 – Left Out</u> - To know that isolation and loneliness can affect children, and the benefits of seeking support <u>Safe zone</u> <i>To know that using technology can be a distraction from other things in both a positive and negative way</i>	different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help <u>Setting Goals 1 – That's My Goal</u> - To be able to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes <u>Setting Goals 2 – The Impossible Dream</u> - To know 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, strength and qualities, way in which stereotypical assumptions can deter people from aspiring to certain jobs)	<u>Religious Views 2 – Inside Outside</u> - To know that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or background), or make different choices, or different preference or beliefs <u>Gender Stereotypes – His And Hers</u> - To know what a stereotype is and know how they can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype <u>Racial Discrimination – Coming To England</u> To know what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype <u>Safe zone</u>	<u>Money 1 – It's A Gamble</u> - To know about the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe - To know about the risks involved in gambling; different ways of money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations <u>Managing Money 2 – Design Choices</u> - To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' <u>Different Communities – My Community</u> - To know about the different groups that make up their community; what living in a	<u>Changes</u> - To know about growth and other ways the body can change and develop, particularly during adolescence <u>Menstrual Cycle – Every Month</u> - To know the facts about the menstrual cycle, including physical and emotional changes <u>Safe zone</u> <i>To know about some of the different ways information and data is shared and used online, including for commercial purposes</i>
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	who to trust <u>Safe zone</u> To be able to recognise ways in which the internet and social media can be used both positively and negatively		<u>Safe zone</u> To know how to assess the reliability of sources information online; and how to make safe, reliable choices from search results	To know 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	community means <u>School Communities – School Swap</u> To know about diversity: what it means, the benefits of living in a diverse community; about valuing diversity within communities <u>Safe zone</u> To be able to recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	
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