



## PSHE

### Intent

Our PSHE curriculum intent is to ensure that children are given age-appropriate knowledge and are supported in developing skills which allow them to make informed choices; leading to a healthy, safe and fulfilling lifestyle. Our curriculum has been created following DFE guidance which outlines the requirement to tailor our PSHE programme to reflect the needs of our pupils and includes the statutory focus on RSE for all pupils.

### Rationale

There are four planned separate sessions to be covered in each year group for each of the five aspects of the PSHE curriculum (Drugs Education, Race Equality, Relationship and Sex Education (RSE), Gender Equality, E-Safety). These are taught in two week blocks at different times within the academic year to allow for children to revisit, develop and consolidate the learning within them. These will be delivered through a range of teaching methods including circle time, P4C, discussion and practical activities. Where appropriate sessions may be delivered by an expert but will usually be delivered by the class teacher as they have an established relationship with the children and, therefore, sensitive issues can be managed appropriately. As part of our sticky learning policy, many of the teaching points, themes and statements are revisited- this is particularly pertinent for relationships and E-safety, which is essential for pupils well-being.

# P.S.H.E Curriculum

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<b>Drugs Education</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
<p>I know simple rules for the correct use of everyday substances.</p> <p>I know that some things we put into our bodies are good for us and some are not.</p> <p>I know about the safe keeping of everyday substances and basic rules for recognising substances or objects that are not safe to touch.</p>	<p>I can ask adults for help to keep me healthy and safe.</p> <p>I can make good choices to keep me healthy and safe.</p>	<p>Safe</p> <p>Sensible</p> <p>Help</p> <p>Healthy</p>
<b>Relationships and Sex Education (RSE)</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
<p>I know who I am and how I fit into a group.</p> <p>I know that I have a choice and can say “no” when others are making them feel unhappy or uncomfortable.</p>	<p>I can manage my own emotions with support from others.</p> <p>I can develop my emotional well being</p>	<p>belonging/belong</p> <p>feelings</p> <p>upset</p> <p>angry/ cross</p> <p>disappointed</p> <p>breath/breathing</p>
<b>Gender Equality</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
<p>I know some of the things that make me unique</p> <p>I know not everyone likes the same as me and that is ok.</p>	<p>I can compare what I like to family and friends.</p> <p>I can talk to other people about what I want, need and my interests and opinions</p>	<p>Unique</p> <p>special</p> <p>interest</p> <p>favourite</p> <p>... .because ... .</p> <p>vocab to describe clothing (warm, snugly, comfortable, soft)</p> <p>vocab to describe characters (friendly, kind, caring)</p> <p>similarities/differences</p>
<b>E-safety</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>

<p>I know there are different kinds of technologies I can play with  I know who I can talk to if things go wrong  I know what to do if I'm worried or if someone is being unkind</p>	<p>I can make healthy choices and play with different toys</p>	<p>technology tablet  iPad computer  deleted Internet  sensible choice kind/unkind help</p>
<p><b>Race Equality</b></p>		
<p><b>Knowledge</b></p>	<p><b>Skills taught in units</b></p>	<p><b>Vocabulary</b></p>
<p>I know some of the things that make me unique</p>	<p>I can talk about similarities and differences in relation to me and my friends and family  I can remember and talk about significant events in my own lifes and special events for family and friends.</p>	<p>Similar/different  vocabulary to describe people or bears</p>

Drugs Education		
Knowledge	Skills taught in units	Vocabulary
I know simple rules for the correct use of everyday substances. I know that some things we put into our bodies are good for us and some are not. I know about the safe keeping of everyday substances and basic rules for recognising substances or objects that are not safe to touch.	I can ask adults for help to keep me healthy and safe. I can make good choices to keep me healthy and safe.	Safe Sensible Help Healthy
Relationships and Sex Education (RSE)		
Knowledge	Skills taught in units	Vocabulary
I know that they have a choice and can say “no” when others are making them feel unhappy or uncomfortable. I know who I am and how I fit into a group.	I can develop my emotional well being. I can manage my own emotions with support from others. I can feel good about myself. I can develop respect for others’ bodies. I can name and point to body parts.	worry/worries breathing mindfulness problems uncomfortable
Gender Equality		
Knowledge	Skills taught in units	Vocabulary
I Know some of the things that make me unique. I know that other children don't always enjoy the same things as me and that is ok.	I can talk about some of the similarities and differences between me and my family and friends I can confidently speak to others about my own wants, needs, interests and opinions.	male/female Similarities/differences jobs
e-safety		
Knowledge	Skills taught in units	Vocabulary
I know there are different kinds of technologies I can play with I know who I can talk to if things go wrong I know what to do if I'm worried or if someone is being unkind	I can make healthy choices and play with different toys	technology tablet iPad computer deleted Internet sensible choice kind/unkind help
Race Equality		

Knowledge	Skills taught in units	Vocabulary
<p>I know that other children don't always enjoy the same things as me and that is OK</p> <p>I know about similarities and differences between myself and others, and among families, communities and traditions. (People and communities ELG)</p>	<p>I can talk about past and present events in my own life and in the lives of family members</p>	<p>similarities/differences</p> <p>treat</p>

Year 1	<b>Drugs Education</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know about the positive use of medicines. I know about the safety rules about medicines and injections, including people who give them e.g. doctors.	I can follow the rules to use medicines safely to help myself and others. I can identify that different substances enter the body in different ways and can be dangerous if not used correctly. I can ask adults for help to keep myself and others healthy and safe.	medicine inhaler safe sensible
	<b>Relationships and Sex Education (RSE) Time allocation per unit.</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know about gender and that there are body differences between them. I know about growing from young to old. I know about safe and respectful touching in different relationships. I know that I have a choice and can say “no” when people are making them feel unhappy and uncomfortable	I can label a range of feelings. I can say how relationships impact on the way I feel.	gender teenager, toddler, elderly person relationship, trust, stranger, sibling, emotion safety, comfort, respect. positive/negative baby animal names
	<b>Gender Equality</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know what gender is I know that gender is not a barrier I know that activities and hobbies should not be focused around gender. I know that people are not limited to specific jobs because of gender	I can explain that hobbies and activities should be chosen by choice, not gender. I can explain that gender shouldn't play a part in job roles.	hobbies, clothes, jobs, male, female, boy, girl, toys advertise choose decide
	<b>e-safety Time allocation per unit.</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>	
I know we have to think carefully about information we share online I know some of the ways I can protect myself online	I can stand up to others online	Digital footprint Personal information Settings Genuine Honest Appropriate Inappropriate Privacy Bullying Bystander Upstander Security Password Suspicious Unreliable	
<b>Race Equality Time allocation per unit.</b>			

Knowledge	Skills taught in units	Vocabulary
<p>I know that I am unique</p> <p>I know that I belong to various groups and communities eg family, school</p> <p>I know that I have physical features in common with others but that others are unique</p> <p>I know that it is important to respect everyone</p>	<p>I can recognise when people are being treated unfairly</p> <p>I can recognise similarities and differences between people and celebrate them</p>	<p>Unique group community friendship same different fair/unfair respect</p>

Year 2	<b>Drugs Education</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know the importance of treating substances with respect and following guidelines, including storage, that household products, including medicines, can be harmful if not used properly. I know rules for, and ways of, keeping safe, and about people who can help them to stay safe. I know that I need a 'balanced lifestyle' to stay healthy.	I can make informed choices (including recognising at choices can have positive, neutral and negative consequences). I can talk about how some of the choices I make contribute towards a healthy lifestyle.	Harmful substance hygiene effect consequence names of health related professionals (e.g. paramedic) balanced lifestyle
	<b>Relationships and Sex Education (RSE) Time allocation per unit.</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know about different family set ups, and the ways in which my family life is special. I know that there are different relationships with different rules. I know I have a choice and can say no when I feel uncomfortable. I know that I have feelings and how to treat others with respect.	I can recognise that my feelings may change. I can manage my feelings.	relationship private personal respect(ful)
	<b>Gender Equality Time allocation per unit.</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know what gender is I know that gender is not a barrier I know that activities and hobbies should not be focused around gender. I know that people are not limited to specific jobs because of gender	I can explain that behaviour is not linked to gender. I can explain that jobs are not linked to gender and gender shouldn't play a role in future prospects.	gender stereotype behaviour characteristics boys girls female male
	<b>E-safety Time allocation per unit.</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know that not everything I read online is real	I can talk about some of the ways to keep safe online I can talk about some of the ways I can stand up to unkind behaviour online	Digital footprint Personal information Real Fake Genuine Scam Trustworthy Appropriate Inappropriate Privacy Security Upstander Bullying Bystander
	<b>Race Equality Time allocation per unit.</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>

<p>I know that I belong to various groups and communities, e.g. family, school. I know that I am unique. I know that I have physical features in common with others but that others are unique I know it's important to respect everyone.</p>	<p>I can recognise similarities and differences and celebrate them. I recognise when people are being treated unfairly.</p>	<p>belong group community unique similarity difference respect fairness</p>
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Year 3	<b>Drugs Education</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know the meaning of the word 'drug' I know that medicines are drugs. I know what a 'habit' is and identify that some are harder to change than others.	I can talk about different ways of keeping safe and healthy. I can ask for help when I need it and am developing the skills to ask for help; using basic techniques for resisting pressure to do something dangerous, unhealthy, that makes me uncomfortable or anxious or that I think is wrong.	drug habit (breaking a habit) (peer) pressure anxious/ worried
	<b>Relationships and Sex Education (RSE) Time allocation per unit.</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know that all living things change as they get older and become more independent. I know the importance of personal hygiene and take responsibility for this. I know humans produce babies which grow into adults. I know my feelings about people change and that there are a range of relationships I will encounter. I know that a friendship is a two-way process. I know that there are a range of relationships I will encounter.	I can identify desirable qualities in friends. I can say no when feelings are uncomfortable	qualities hygiene ultrasound womb/uterus/foetus life cycle stages
	<b>Gender Equality Time allocation per unit.</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know what a stereotype is I know how to challenge stereotypes I understand that gender roles have changed over time and that we have responsibility to continue this change I am area of key individuals leading the fight for equality	I can identify stereotypes and challenge them. I can aspire to work in my chosen vocation - regardless of gender. I can explain how boys and girls should be treated equally.	stereotype challenge misconception job vocations skills responsibility roles
	<b>E-safety</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>	

<p>I know that people don't always tell the truth online I know not everything we see on the internet is real</p>	<p>I can build a secure password I can talk about positive ways to communicate online</p>	<p>Personal information    Public    Private Personal boundaries    Suspicious    Real Scam    Fake    Trustworthy    Password Security    Privacy    Bystander    Upstander Harassment    Amplify    Block</p>
<b>Race Equality    Time allocation    per unit.</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
<p>I know the importance of having respect for others. I know how to recognise a range of national, regional, religious and ethnic identities in the class.</p>	<p>I can show empathy for others in the class. I can reflect on spiritual, moral, social, cultural issues, using imagination to understand other people's experiences, e.g. characters in a story.</p>	<p>unique respect diversity discrimination empathy fair</p>

Year 4	<b>Drugs Education</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know some drugs and medicines are dangerous. I know which substances harm or help the body.	I can talk about the risks of substances (that children are aware of) and how they affect health. I can practise decision-making and refusal skills and making my own decisions with regards to life choices. I can make healthy judgements about substances I use to support my values.	substances smoking tobacco nicotine lungs tar risk energy drink caffeine peer pressure values
	<b>Relationships and Sex Education (RSE)</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know that the body changes through life stages. I know what to do to keep clean as my body changes. I know the importance of having someone to trust and go to if I am concerned about changes in my body or if I feel my body is not being treated respectfully. I know that I have a choice and can say no, when others are making me feel unhappy/ uncomfortable.	I can identify and correctly label external male and female body parts. I can practise strategies for managing different relationships.	pubic hair penis/vagina breasts testicles peer pressure hygiene unacceptable
	<b>Gender Equality</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know what a stereotype is. I know how to challenge stereotypes I know that gender roles have changed and we have a responsibility to continue this change. I am aware of key individuals leading the fight for equality I understand the need for equality at home and in the workplace.	I can identify and challenge gender misconceptions. I can explain how gender roles have changed throughout time I can challenge misconceptions and attitudes through role play and discussions.	gender stereotype misconception assumptions media barriers inequality society equal opportunities
	<b>E-safety</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>	
I know what makes a strong password I know that some messages and profiles are untrustworthy	I can talk about what is ok to share online I can talk about the best way to express myself online	Digital footprint Private Public Suspicious Real Scam Fake Trustworthy Password Hacker scammer Bystander Upstander Harassment Amplify Block	

Race Equality		
Knowledge	Skills taught in units	Vocabulary
<p>I know what racism is.</p> <p>I know that there are a range of national, regional, religious and ethnic identities in the locality.</p>	<p>I can give some examples of racism.</p> <p>I can reflect on spiritual, moral, social, cultural issues, using imagination to understand other people's experiences, e.g. children in their class.</p>	<p>racism/ racist</p> <p>Mancunian</p> <p>negative</p> <p>diversity</p> <p>heritage</p> <p>derogatory</p> <p>discrimination</p>

Year 5	<b>Drugs Education</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	<p>I know that support is available from different sources to inform decision-making.</p> <p>I know that the misuse of any substance can be unhealthy and risky.</p> <p>I know that there are different types of risks - positive and negative, understand that drugs education is about trying to make Healthy choices for both body and mind.</p> <p>I know about legal and illegal substances.</p> <p>I know that pressure to behave in a risky way can come from a variety of sources, including those to known to me.</p> <p>I know how to respond if they come into contact with substances.</p> <p>I know about the range of drugs they may see evident in society and how they can keep themselves safe.</p>	<p>I can explore and express my own attitudes and feelings towards drugs. I can identify different types of drugs including legal drugs found in the home. I can draw on a range of developing skills to help resist peer pressure</p>	<p>Legal</p> <p>Illegal</p> <p>Risk (y)</p> <p>Drugs</p> <p>Substances</p> <p>Attitudes</p> <p>Peer pressure</p> <p>Stereotypes</p>
	<b>Relationships and Sex Education (RSE)</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
<p>I know that internal body changes that take place during puberty for boys and girls.</p> <p>I know about the importance of hygiene in a social context.</p> <p>I know I have a choice and can say no when others are making me feel uncomfortable/ unhappy.</p> <p>I know that there are a variety of relationships I will encounter from childhood to adulthood and that they will involve a range of different feelings.</p> <p>I know that some people get married to show a lifelong commitment.</p>	<p>I can recognise and correctly name the puberty related male and female internal body parts and their function.</p> <p>I can identify unsafe situations and recognise what to do to be safe if I am concerned my body and personal space is not being respected.</p>	<p>Penis, Vagina, menstruation, ova, uterus, womb, fallopian tubes, periods, sperm ejaculation</p> <p>unhygienic, anti-perspirant</p> <p>marriage/commitment</p> <p>puberty</p>	
<b>Gender Equality</b>			
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>	

<p>I know how to identify and challenge stereotypical misconceptions in literature and clothes I know which vocabulary to use in challenging stereotypical misconceptions.</p>	<p>I can discuss how the media and society portray clothing amongst gender I can investigate and challenge gender stereotypes in a variety of careers. I can identify misconceptions in my own stereotypes I can identify stereotypes and misconceptions in literature.</p>	<p>gender stereotype misconception careers literature media protagonist behaviours</p>
<b>E-safety</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
<p>I know ways to protect myself from negative images I know that content posted on line may not truly reflect reality I know strategies to keep myself safe on line I know the importance of communicating positively online</p>	<p>I can talk about the impact of viewing a photoshopped image I can discuss which online content might be trustworthy or which might be suspicious I can talk about some of the positive ways to communicate online</p>	<p>Positive Negative Genuine Suspicious Trustworthy Scam Deceptive Authentic Privacy Hacker Scammer Bullying Harassment Block</p>
<b>Race Equality</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
<p>I know what makes a community multi-cultural. I know the term discrimination. I know the positive contribution that immigration has brought to the UK.</p>	<p>I can develop my own sense of identity, particularly as a Mancunian.</p>	<p>discrimination Mancunian historical racism immigration culture</p>

Year 6	<b>Drugs Education Time allocation per unit</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know that the risks people take can affect others as well as themselves, eg substance-related crime. I know that there are different types of risks - positive and negative. I know that drugs education is about trying to make Healthy choices for both body and mind. I know that people have different views on using substances for positive and negative reasons. I know about some of the issues I may encounter in High school.	I can talk about how to respond to social and moral dilemmas taking the law into account. I can consider different situations involving substances and know how to make choices about how to respond e.g. peer pressure/ being threatened into making the wrong choice. I can take part in discussions to develop strategies and choices to manage the issues I may encounter in High school. I can talk confidently about where to obtain help both in school and out	risk tobacco drug names: weed/marijuana cocaine heroin ecstasy Drug names may vary depending on what the children come up with in the lesson. energy drinks alcohol legal illegal dilemma drunk drunken behaviour
	<b>Relationships and Sex Education (RSE)</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know that I will experience different feelings as I go through puberty I know I have a choice and can say "no" when others are making me feel uncomfortable/ unhappy. I know how babies are made scientifically.	I can recognise emotions and what causes them to go up and down. I can explain the differences between friendships and intimate relationships. I can identify unsafe situations and recognise what to do to be safe if I am concerned my body and personal space is not being respected. I can recognise and correctly name the puberty related male and female internal body parts and their function.	puberty, periods, uterus, fallopian tube, ova, sperm, womb, penis, vagina, menstruation, breasts, pubic hair, consent, extreme emotions, abuse
	<b>Gender Equality</b>		
	<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
	I know which vocabulary to use in challenging stereotypical misconceptions.	I can understand and identify key stereotypical misconceptions in my house, family and culture.	gender stereotypes misconceptions vocation pay inequality challenge

<p>I know how to identify and look for strong female role models. I know how stereotypes and misconceptions have changed and evolved over time.</p>	<p>I can understand identify key stereotypical misconceptions in my house, family and culture.</p>	<p>opinions views impact on inequalities stigma emotions</p>
<b>E-safety</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
<p>I know that not all online content may be trustworthy I know that content posted on line may not truly reflect reality I know some of the implications of not protecting my online identity I know there are both positive and negative implications of using the internet</p>	<p>I can discuss the impact of seeing content which may not be real I can talk about different ways of communicating positively online</p>	<p>Private Personal information Settings Fraud Phishing Spear phishing Malware Verifiable Privacy Security Two-step verification Password Upstander Bystander Harassment Amplify Block</p>
<b>Race Equality</b>		
<b>Knowledge</b>	<b>Skills taught in units</b>	<b>Vocabulary</b>
<p>I know about the term racial bias and have explored my own I know what it means to be part of a community and my identity within it</p>	<p>I can explore my own identity and influences of my beliefs I can develop my own sense of identity, particularly as a Mancunian</p>	<p>Race Racial bias community Mancunian racism community Zone of relevance terrorist islamophobia cohesion</p>