

Appendix 1 – KS1 and KS2 PSHE Curriculum Coverage including RSE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships Feelings and emotions Healthy relationships	Health and Wellbeing Healthy lifestyles Keeping safe	Living in the Wider World Rights and responsibilities Taking care of the environment	Relationships Feelings and emotions Healthy relationships Valuing difference	Health and Wellbeing Growing and changing	Living in the Wider World Money
Year 1	Recognising feelings in self and others; sharing feelings Secrets and keeping safe; special people in their lives	What helps keep bodies healthy (physical activity, sleep, rest, healthy food) Basic personal hygiene routines and why these are important	Recognising ways that they are unique and understanding that there will never be another 'them' Looking after the local environment	Respecting similarities and differences in others; sharing views and ideas	Recognising what they are good at; setting goals. Change and loss and how it feels	Where money comes from; how to use money - saving and spending money
Year 2	Behaviour; bodies and feelings can be hurt Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Healthy choices; recognising that choices can have good and not so good consequences Learning about different feelings and strategies to manage own feelings	Understanding that people and other living things have rights and that everyone has responsibilities to protect those rights Looking after the local environment (including conserving energy)	Respecting similarities and differences in others; sharing views and ideas	Recognising what they are good at; setting goals. Growing; changing and being more independent	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved

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Year 3	<p>Recognising feelings in others; responding to how others are feeling</p> <p>Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively</p>	<p>What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits</p>	<p>Discuss and debate health and wellbeing issues.</p> <p>Being a part of the community and who works in the community</p> <p>Responsibilities; rights and duties</p>	<p>Recognising and responding to bullying (including cyber bullying, use of prejudice based language, how to respond and ask for help)</p>	<p>Recognising what they are good at; setting goals.</p> <p>Describing feelings; conflicting feelings and how to manage feelings</p> <p>Understanding the importance of school rules for health and safety</p> <p>Understanding how to get help in an emergency</p>	<p>Enterprise; learning what is meant by enterprise and begin to develop enterprise skills</p> <p>Understanding how to keep money safe</p>
Year 4	<p>Keeping something confidential or secret; when to break a confidence; recognise and manage dares</p> <p>To judge what kind of physical contact is acceptable or unacceptable</p>	<p>What makes a balanced lifestyle and making choices;</p> <p>Drugs common to everyday life (medicines, caffeine, alcohol and tobacco)</p> <p>Hygiene and germs</p>	<p>Discuss and debate health and wellbeing issues.</p> <p>Appreciating difference and diversity in the UK and around the world</p> <p>Sustainability of the environment across the world</p>	<p>Listen and respond effectively to people;</p> <p>Share points of view confidently</p>	<p>Recognising what they are good at; setting goals.</p> <p>Changes that happen in life and feelings associated with change.</p>	<p>Role of money; managing money (saving and budgeting); what is meant by interest and loan</p>

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Year 5	<p>Solving disputes and conflicts amongst peers</p>					
	<p>Responding to feelings in others</p> <p>Learning that their actions affect themselves and others</p> <p>Developing strategies to solve disputes and conflict through negotiation and appropriate compromise</p>	<p>What positively and negatively affects health and wellbeing; making informed choices that contribute to a 'balanced lifestyle'</p> <p>Developing skills to help make their own choices about food</p> <p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night</p> <p>The importance of protecting personal information, including passwords, addresses and the distribution of images of</p>	<p>Discuss and debate health and wellbeing issues.</p> <p>Rules and laws; changing rules and laws; anti-social behaviour;</p> <p>Resolving differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>Listening to others; raise concerns and challenge points of view when necessary</p>	<p>Recognising what they are good at; setting goals; aspirations.</p> <p>Intensity of feelings; managing complex feelings.</p> <p>Coping with change and transition; bereavement and grief</p> <p>Understanding how their body will, and their emotions may, change as they approach and move through puberty</p>	<p>Importance of finance in people's lives</p> <p>Looking after money; interest; loan; debt management of money; tax</p>

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		<p>themselves and others.</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request</p>				
Year 6	<p>Confidentiality and when to break a confidence; managing dares</p> <p>Different types of relationships; Positive and healthy relationships; Recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage.</p>	<p>Images in the media and reality; how this can affect how people feel</p> <p>Risks and effects of drugs</p> <p>Recognising, predicting and assessing risks in different situations and decide how to manage them responsibly</p>	<p>Discuss and debate health and wellbeing issues.</p> <p>Understanding that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p>	<p>Listening to others; raise concerns and challenge.</p> <p>Understanding what makes people the same or different including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability</p> <p>Recognising and challenging stereotypes;</p>	<p>Recognising what they are good at; setting goals; aspirations.</p> <p>Understanding how their body will, and their emotions may, change as they approach and move through puberty</p> <p>Learning about human reproduction in the context of the human lifecycle</p>	<p>Enterprise; setting up an enterprise</p>

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	<p>Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</p>	<p>Recognising how their increasing independence brings increased responsibility to keep themselves and others safe</p>	<p>Being part of a community; groups that support communities.</p> <p>Being critical of what is in the media and what they forward to others</p>	<p>discrimination and bullying</p>	<p>Understanding how a baby is made and how it grows</p> <p>Understanding that pregnancy can be prevented</p> <p>Roles and responsibilities of parents</p> <p>(Parents may withdraw their child)</p>	
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