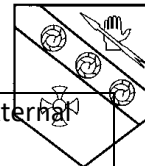


ST HILD'S YEAR GROUP RSE/PSHE BREAKDOWN

Relationships Health and Wellbeing Living in the wider world

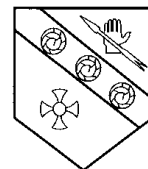
EYFS RELATIONSHIPS	
Families and close positive relationships	EY R1. To know that they can ask an adult for help EY R2. To identify their special people (family, friends, carers) <ul style="list-style-type: none"> ○ what makes them special? ○ how special people should care for one another. EY R3. To develop an awareness of different families <ul style="list-style-type: none"> ○ People who make up a family ○ Roles within a family
Safe Relationships	EY R4. To know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. EY R5. To know: <ul style="list-style-type: none"> ○ what is meant by 'privacy'; ○ that they have a right to keep things 'private'; ○ the importance of respecting others' privacy. EY R6. To develop an understanding of personal space EY R7. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable EY R8. To know how to respond to different kinds of physical contact (including who to tell and how to tell them).
Respecting self and others	EY R9. To be aware of the difference between secrets and nice surprises (that everyone will find out about eventually) EY R10. To know the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
Friendships	EY R11. To play and work cooperatively <ul style="list-style-type: none"> ○ listening to other people ○ developing strategies to resolve simple arguments through negotiation ○ developing an understanding of sharing and turn taking ○ being aware of the differences between kind and unkind behaviour ○ developing good manners and being polite ○ developing strategies to resolve conflict
Managing hurtful behaviour and bullying	EY R12. To talk about and recognise their own feelings and those of others EY R13. To develop strategies to cope with and manage feelings and reactions EY R14. To recognise how their behaviour affects other people. EY R15. To understand what bullying is and how it makes people feel <ul style="list-style-type: none"> ○ different forms of bullying ○ how to deal with bullying behaviour ○ how to get help

EYFS HEALTH AND WELLBEING	
Healthy Lifestyles	EY H1. To know the importance of and how to maintain good personal hygiene <ul style="list-style-type: none"> ○ keeping healthy ○ food and nutrition ○ oral hygiene ○ physical activity and sleep ○ keeping clean
Mental Health	EY H2. To develop an awareness of mental health and to know that it should be cared for in the same way people care for their physical health



Ourselves, Growing and Changing	<p>EY H3. To know the correct names for the main parts of the body (including external genitalia – penis, testicles, breast, vagina, vulva)</p> <p>EY H4. To know the similarities and differences between male and female bodies.</p> <p>EY H5. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>EY H6. To develop strategies to deal with change</p> <ul style="list-style-type: none"> ○ dealing with loss ○ preparing for transition to the next class/key stage
Keeping Safe	<p>EY H7. To recognise that they share a responsibility for keeping themselves and others safe</p> <ul style="list-style-type: none"> ○ sun safety ○ safety in the home (harmful substances, appliances, matches) ○ medicines ○ fire safety ○ Stranger Danger

EYFS LIVING IN THE WIDER WORLD	
Shared Responsibilities	<p>EY L1. To know why we have rules and to understand how rules help us.</p> <p>EY L2. To help construct, and agree to follow, group and class rules.</p> <p>EY L3. To know how to contribute to the life of the classroom.</p> <p>EY L4. To know that people and other living things have needs</p> <ul style="list-style-type: none"> ○ an awareness of the importance of caring for animals ○ caring for and respecting the environment <p>EY L5. To know that they have responsibilities to meet their own needs and the needs of others including</p> <ul style="list-style-type: none"> ○ taking turns ○ sharing ○ understanding the need to return things that have been borrowed.
Communities	<p>EY L6. To know the similarities and differences between different people, different groups of people, different cultures and different communities.</p> <p>EY L7. To know their place within the community and that they belong to various groups and communities such as a family and a school.</p> <p>EY L8. To develop an awareness of people, jobs and services within our community</p> <ul style="list-style-type: none"> ○ being aware of people in our community who can help us and people who may need our help
Media literacy and digital resilience	<p>EY L9. To understand how to use the internet safely and to know the importance of online safety</p>
Economic wellbeing: money	<p>EY L10. To develop an awareness of the importance of money</p> <ul style="list-style-type: none"> ○ saving ○ needs vs wants ○ helping others <p>EY L11. To develop an awareness of the importance of charity (through whole school events – e.g. Children in Need, Jeans4Jeans, Guide Dogs)</p>
Economic wellbeing: Aspirations, work and careers	<p>EY L12. To set personal goals and be aspirational</p>

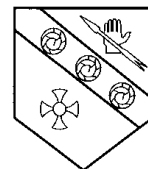


ST HILD'S YEAR GROUP RSE/PSHE BREAKDOWN

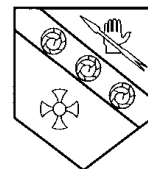
Relationships Health and Wellbeing Living in the wider world

YEAR 1 RELATIONSHIPS	
Families and close positive relationships	<p>R1. To know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p> <p>R2. To identify the people who love and care for them and what they do to help them feel cared for.</p> <p>R3. To know about different types of families including those that may be different to their own.</p> <p>R4. To identify common features of family life.</p> <p>R5. To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p>
Safe Relationships	<p>R13. To recognise that some things are private and the importance of respecting privacy; to know that parts of their body covered by underwear are private.</p> <p>R15. To know how to respond safely to adults they don't know.</p> <p>R20. To know what to do if they feel unsafe or worried for themselves or others; to know who to ask for help and the vocabulary to use when asking for help; to know the importance of keeping trying until they are heard.</p>
Respecting self and others	<p>R21. To know about what is kind and unkind behaviour, and how this can affect others.</p> <p>R22. To know how to treat themselves and others with respect; to know how to be polite and courteous.</p> <p>R23. To recognise the ways in which they are the same and different to others.</p> <p>R24. To know how to listen to other people and play and work cooperatively.</p> <p>R25. To know how to talk about and share their opinions on things that matter to them.</p>

YEAR 1 HEALTH AND WELLBEING	
Healthy Lifestyles	<p>H1. To know about what keeping healthy means; different ways to keep healthy.</p> <p>H5. To know simple hygiene routines that can stop germs from spreading.</p> <p>H6. To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>H7. To know about dental care and visiting the dentist; to know how to brush teeth correctly; to know food and drink that support dental health.</p> <p>H10. To know about the people who help us to stay physically healthy.</p>
Ourselves, Growing and Changing	<p>H21. To recognise what makes them special.</p> <p>H22. To recognise the ways in which we are all unique.</p> <p>H23. To identify what they are good at, what they like and dislike.</p> <p>H24. To know how to manage when finding things difficult.</p> <p>H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>H26. To know about growing and changing from young to old and how people's needs change.</p> <p>H27. To know about preparing to move to a new class/year group.</p>
Keeping Safe	<p>H33. To know about the people whose job it is to help keep us safe.</p> <p>H35. To know what to do if there is an accident and someone is hurt.</p> <p>H36. To know how to get help in an emergency (how to dial 999 and what to say).</p>
Drugs, Alcohol and Tobacco	<p>H37. To know about things that people can put into their body or on their skin; how these can affect how people feel.</p>

**YEAR 1****LIVING IN THE WIDER WORLD**

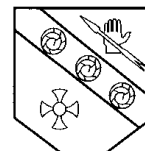
Shared Responsibilities	L1. To know what rules are, why they are needed, and why different rules are needed for different situations L2. To know that people and other living things have different needs; to know about the responsibilities of caring for them
Communities	L4. To know about the different groups they belong to L6. To recognise the ways they are the same as, and different to, other people
Media literacy and digital resilience	L7. To know how the internet and digital devices can be used safely to find things out and to communicate with others
Economic wellbeing: money	L10. To know what money is L12. To know the difference between needs and wants; to know that sometimes people may not always be able to have the things they want L13. To know that money needs to be looked after
Economic wellbeing: Aspirations, work and careers	L14. To know that everyone has different strengths L16. To know about different jobs that people they know or people who work in the community do



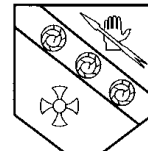
ST HILD'S YEAR GROUP RSE/PSHE BREAKDOWN

Relationships Health and Wellbeing Living in the wider world

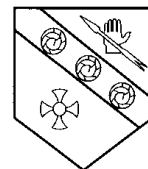
YEAR 2 RELATIONSHIPS	
Friendships	R6. To know how people make friends and what makes a good friendship. R7. To know how to recognise when they or someone else feels lonely; to know what to do. R8. To know simple strategies to resolve arguments between friends positively. R9. To know how to ask for help if a friendship is making them feel unhappy.
Managing hurtful behaviour and bullying	R10. To know that bodies and feelings can be hurt by words and actions; to know that people can say hurtful things online. R11. To know how people may feel if they experience hurtful behaviour or bullying. R12. To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; to know how to report bullying; to know the importance of telling a trusted adult.
Safe Relationships	R14. To know that sometimes people may behave differently online, including by pretending to be someone they are not. R16. To know how to respond if physical contact makes them feel uncomfortable or unsafe. R17. To know that there are situations when they should ask for permission and to also know when their permission should be sought. R18. To know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). R19. To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. R20. To know what to do if they feel unsafe or worried for themselves or others; to know who to ask for help and to know the vocabulary to use when asking for help; to know the importance of keeping trying until they are heard.
Respecting self and others	R22. To know how to treat themselves and others with respect; to know how to be polite and courteous. R24. To know how to listen to other people and play and work cooperatively.



YEAR 2 HEALTH AND WELLBEING	
Healthy Lifestyles	<p>H1. To know what keeping healthy means; to know different ways to keep healthy.</p> <p>H2. To know about foods that support good health and the risks of eating too much sugar.</p> <p>H3. To know how physical activity helps us to stay healthy; to know ways to be physically active every day.</p> <p>H4. To know why sleep is important and to know different ways to rest and relax.</p> <p>H8. To know how to keep safe in the sun and protect skin from sun damage.</p> <p>H9. To know different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p>
Mental Health	<p>H11. To know about the different feelings that humans can experience.</p> <p>H12. To know how to recognise and name different feelings.</p> <p>H13. To know how feelings can affect people's bodies and how they behave.</p> <p>H14. To know how to recognise what others might be feeling.</p> <p>H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>H16. To know about ways of sharing feelings; to know a range of words to describe feelings.</p> <p>H17. To know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>H18. To know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>H19. To recognise when they need help with feelings; to know that it is important to ask for help with feelings; and to know how to ask for it.</p> <p>H20. To know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p>
Ourselves, Growing and Changing	<p>H27. To prepare to move to a new class/year group.</p>
Keeping Safe	<p>H28. To know about rules and age restrictions that keep us safe.</p> <p>H29. To recognise risk in simple everyday situations and to know what action to take to minimise harm.</p> <p>H30. To know about how to keep safe at home (including around electrical appliances) and to know about fire safety (e.g. not playing with matches and lighters).</p> <p>H31. To know that household products (including medicines) can be harmful if not used correctly.</p> <p>H32. To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and to know how to cross the road safely.</p> <p>H34. To know basic rules to keep safe online, including what is meant by personal information and what should be kept private; to know the importance of telling a trusted adult if they come across something that scares them.</p>



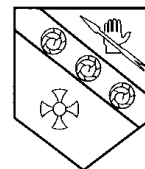
YEAR 2 LIVING IN THE WIDER WORLD	
Shared Responsibilities	L3. To know about things they can do to help look after their environment
Communities	L5. To know about the different roles and responsibilities people have in their community
Media literacy and digital resilience	L8. To know about the role of the internet in everyday life L9. To know that not all information seen online is true
Economic wellbeing: money	L10. To know the forms that money comes in; to know that money comes from different sources L11. To know that people make different choices about how to save and spend money L13. To know that money needs to be looked after; to know that there are different ways of doing this
Economic wellbeing: Aspirations, work and careers	L15. To know that jobs help people to earn money to pay for things L17. To know about some of the strengths and interests someone might need to do different jobs



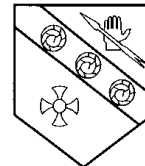
ST HILD'S YEAR GROUP RSE/PSHE BREAKDOWN

Relationships Health and Wellbeing Living in the wider world

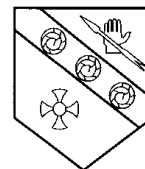
YEAR 3	
RELATIONSHIPS	
Families and close positive relationships	<p>R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>R5. To know that people who love and care for each other can be in a committed relationship (e.g. marriage, civil partnership), can live together, but may also live apart.</p> <p>R6. To know that a feature of positive family life is caring relationships; to know about the different ways in which people care for one another.</p> <p>R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); to know that families of all types can give family members love, security and stability.</p> <p>R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; to know the importance of being there for each other in times of difficulty.</p> <p>R9. To know how to recognise if family relationships are making them feel unhappy or unsafe, and to know how to seek help or advice.</p>
Friendships	<p>R10. To know about the importance of friendships; to know strategies for building positive friendships; to know how positive friendships support wellbeing.</p> <p>R11. To know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); to know that the same principles apply to online friendships as to face-to-face relationships.</p> <p>R13. To know the importance of seeking support if feeling lonely or excluded.</p> <p>R14. To know that healthy friendships make people feel included; to recognise when others may feel lonely or excluded; to develop strategies for how to include them.</p> <p>R17. To know that friendships have ups and downs; to develop strategies to resolve disputes and reconcile differences positively and safely.</p> <p>R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; to know how to manage this and ask for support if necessary.</p>
Safe Relationships	<p>R22. To know about privacy and personal boundaries; to know what is appropriate in friendships and wider relationships (including online).</p> <p>R24. To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>R25. To recognise different types of physical contact; to know what is acceptable and unacceptable; to develop strategies to respond to unwanted physical contact.</p> <p>R26. To know about seeking and giving permission (consent) in different situations.</p> <p>R27. To know 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.</p> <p>R28. To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and to develop strategies for managing this.</p> <p>R29. To know where to get advice and how to report concerns if worried about their own or someone else's personal safety (including online).</p>
Respecting self and others	<p>R32. To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>



YEAR 3 HEALTH AND WELLBEING	
Healthy Lifestyles	<p>H1. To know how to make informed decisions about health.</p> <p>H2. To know about the elements of a balanced, healthy lifestyle.</p> <p>H3. To know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4. To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>H5. To know about what good physical health means; to know how to recognise early signs of physical illness.</p> <p>H6. To know about what constitutes a healthy diet; to know how to plan healthy meals; to know the benefits to health and wellbeing of eating nutritionally rich foods; to know the risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. To know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); to recognise opportunities to be physically active and to know some of the risks associated with an inactive lifestyle.</p> <p>H8. To know how sleep contributes to a healthy lifestyle; to understand routines that support good quality sleep; to understand the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>H9. To know that bacteria and viruses can affect health; to know how everyday hygiene routines can limit the spread of infection; to know the wider importance of personal hygiene and how to maintain it.</p> <p>H10. To know how medicines, when used responsibly, contribute to health; to know that some diseases can be prevented by vaccinations and immunisations; to know how allergies can be managed.</p> <p>H11. To know how to maintain good oral hygiene (including correct brushing and flossing); to know why regular visits to the dentist are essential; to know the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> <p>H13. To know about the benefits of the internet; to know the importance of balancing time online with other activities; to develop strategies for managing time online.</p> <p>H14. To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p>
Ourselves, Growing and Changing	<p>H36. To develop strategies to manage transitions between classes.</p>
Keeping Safe	<p>H39. To know 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.</p> <p>H40. To know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>H42. To know about the importance of keeping personal information private; to know strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; to know what to do if frightened or worried by something seen or read online and to know how to report concerns, inappropriate content and contact.</p> <p>H43. To know what is meant by first aid; to know basic techniques for dealing with common injuries.</p>



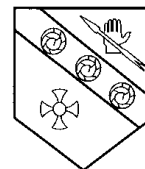
YEAR 3 LIVING IN THE WIDER WORLD	
Shared Responsibilities	L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. To recognise there are human rights, that are there to protect everyone
Communities	L6. To know about the different groups that make up their community; to know what living in a community means L7. To value the different contributions that people and groups make to the community
Media literacy and digital resilience	L11. To recognise ways in which the internet and social media can be used both positively and negatively L12. To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
Economic wellbeing: money	L17. To know about the different ways to pay for things and the choices people have about this L20. To recognise that people make spending decisions based on priorities, needs and wants
Economic wellbeing: Aspirations, work and careers	L25. To recognise positive things about themselves and their achievements; to set goals to help achieve personal outcomes L26. To know that there is a broad range of different jobs/careers that people can have; to know that people often have more than one career/type of job during their life



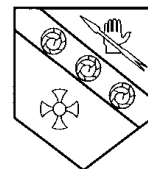
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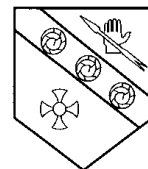
YEAR 4 RELATIONSHIPS	
Friendships	<p>R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>R15. To know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p>
Managing hurtful behaviour and bullying	<p>R19. To know the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>R20. To develop 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); to know how to report concerns and get support.</p> <p>R21. To know about discrimination: what it means and how to challenge it.</p>
Safe Relationships	<p>R23. To know why someone may behave differently online, including pretending to be someone they are not; to develop strategies for recognising risks, harmful content and contact; to know how to report concerns.</p> <p>R26. To know about seeking and giving permission (consent) in different situations.</p> <p>R28. To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and to develop strategies for managing this.</p> <p>R29. To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>
Respecting self and others	<p>R30. To know that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; to know 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; to develop strategies to improve or support courteous, respectful relationships.</p>



YEAR 4 HEALTH AND WELLBEING	
Healthy Lifestyles	H12. To know about the benefits of sun exposure and risks of overexposure; to know how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.
Mental Health	H17. To recognise that feelings can change over time and range in intensity. H18. To know about everyday things that affect feelings and the importance of expressing feelings. H19. To develop a varied vocabulary to use when talking about feelings; to know how to express feelings in different ways. H20. To develop strategies to respond to feelings, including intense or conflicting feelings; to know how to manage and respond to feelings appropriately and proportionately in different situations. H23. To know about change and loss, including death, and how these can affect feelings; to develop ways of expressing and managing grief and bereavement.
Ourselves, Growing and Changing	H27. To recognise their individuality and personal qualities. H28. To identify personal strengths, skills, achievements and interests and to know how these contribute to a sense of self-worth. H29. To know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. H36. To develop strategies to manage transitions between classes.
Keeping Safe	H37. To know reasons for following and complying with regulations and restrictions (including age restrictions); to know how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. H38. To know how to predict, assess and manage risk in different situations. H41. To develop strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; to understand safe use of digital devices when out and about. H42. To know about the importance of keeping personal information private; to know strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; to know what to do if frightened or worried by something seen or read online and to know how to report concerns, inappropriate content and contact. H43. To know what is meant by first aid; to know basic techniques for dealing with common injuries. H44. To know how to respond and react in an emergency situation; to know how to identify situations that may require the emergency services; to know how to contact them and what to say.
Drugs, Alcohol and Tobacco	H46. To know 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; to recognise that drug use can become a habit which can be difficult to break.



YEAR 4 LIVING IN THE WIDER WORLD	
Shared Responsibilities	L3. To know about the relationship between rights and responsibilities
Communities	L8. To know about diversity: what it means; the benefits of living in a diverse community; to know about valuing diversity within communities
Media literacy and digital resilience	L13. To know about some of the different ways information and data is shared and used online, including for commercial purposes L14. To know how information on the internet is ranked, selected and targeted at specific individuals and groups; to know that connected devices can share information
Economic wellbeing: money	L18. To recognise that people have different attitudes towards saving and spending money; to know what influences people's decisions; to know what makes something 'good value for money' L19. To know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
Economic wellbeing: Aspirations, work and careers	L27. To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. 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, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

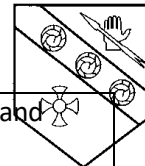


ST HILD'S YEAR GROUP RSE/PSHE BREAKDOWN

Relationships Health and Wellbeing Living in the wider world

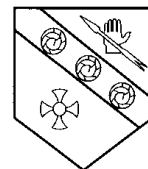
YEAR 5 RELATIONSHIPS	
Friendships	R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; to know how to manage this and ask for support if necessary.
Safe Relationships	R24. To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R26. To know the importance of seeking and giving permission (consent) in different situations. R29. To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).
Respecting self and others	R32. To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. R34. To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

YEAR 5 HEALTH AND WELLBEING	
Healthy Lifestyles	H1. To know how to make informed decisions about health. H3. To know about choices that support a healthy lifestyle, and to recognise what might influence these. H4. To recognise that habits can have both positive and negative effects on a healthy lifestyle. H6. To know about what constitutes a healthy diet; to know how to plan healthy meals; to know the benefits to health and wellbeing of eating nutritionally rich foods; to know the risks associated with not eating a healthy diet including obesity and tooth decay. H7. To know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); to recognise opportunities to be physically active and to know some of the risks associated with an inactive lifestyle. H8. To know how sleep contributes to a healthy lifestyle; to understand routines that support good quality sleep; to understand the effects of lack of sleep on the body, feelings, behaviour and ability to learn. H11. To know how to maintain good oral hygiene (including correct brushing and flossing); to know why regular visits to the dentist are essential; to know the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).
Ourselves, Growing and Changing	H25. To know about personal identity; to know what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). H26. To know that for some people gender identity does not correspond with their biological sex. H30. To identify the external genitalia and internal reproductive organs in males and females and to know how the process of puberty relates to human reproduction. H31. To know 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). H32. To know how hygiene routines change during the time of puberty, to know the importance of keeping clean and to know how to maintain personal hygiene.



	<p>H34. To know where to get more information, help and advice about growing and changing, especially about puberty.</p> <p>H36. To develop strategies to manage transitions between classes.</p>
Keeping safe	<p>H42. To know about the importance of keeping personal information private; to know strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; to know what to do if frightened or worried by something seen or read online and to know how to report concerns, inappropriate content and contact.</p> <p>H43. To know what is meant by first aid; to know basic techniques for dealing with common injuries.</p> <p>H45. To know that female genital mutilation (FGM) is against British law, to know what to do and whom to tell if they think they or someone they know might be at risk.</p>
Drugs, Alcohol and Tobacco	<p>H46. To know 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; to recognise that drug use can become a habit which can be difficult to break.</p> <p>H47. 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.</p> <p>H48. To know why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>H50. To know 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.</p>

YEAR 5	
LIVING IN THE WIDER WORLD	
Shared Responsibilities	L4. To know the importance of having compassion towards others; to know the shared responsibilities we all have for caring for other people and living things; to know how to show care and concern for others
Communities	L9. To know about stereotypes; to know how they can negatively influence behaviours and attitudes towards others; to know strategies for challenging stereotypes
Media literacy and digital resilience	L15. To recognise things that are appropriate to share and things that should not be shared on social media; to know rules surrounding distribution of images
Economic wellbeing: money	<p>L21. To know different ways to keep track of money</p> <p>L22. To know about the risks associated with money (e.g. money can be won, lost or stolen) and to know ways of keeping money safe</p>
Economic wellbeing: Aspirations, work and careers	<p>L29. To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; to know that people may choose to do voluntary work which is unpaid</p> <p>L31. To identify the kind of job that they might like to do when they are older</p>

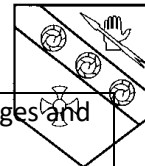


ST HILD'S YEAR GROUP RSE/PSHE BREAKDOWN

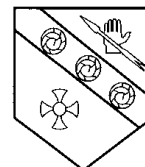
Relationships Health and Wellbeing Living in the wider world

YEAR 6 RELATIONSHIPS	
Families and close positive relationships	<p>R2. To know that people may be attracted to someone emotionally, romantically and sexually; to know that people may be attracted to someone of the same sex or different sex to them; to know that gender identity and sexual orientation are different.</p> <p>R3. To know 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.</p> <p>R4. To know that forcing anyone to marry against their will is a crime; to know that help and support is available to people who are worried about this for themselves or others.</p>
Friendships	<p>R10. To know about the importance of friendships; to know strategies for building positive friendships; to know how positive friendships support wellbeing.</p> <p>R16. To know how friendships can change over time, to know about making new friends and to know the benefits of having different types of friends.</p>
Respecting self and others	<p>R34. To know how to discuss and debate topical issues, to know how to respect other people's point of view and to know how to constructively challenge those they disagree with.</p>

YEAR 6 HEALTH AND WELLBEING	
Healthy Lifestyles	<p>H1. To know how to make informed decisions about health.</p> <p>H2. To know about the elements of a balanced, healthy lifestyle.</p> <p>H3. To know about choices that support a healthy lifestyle, and to recognise what might influence these.</p> <p>H4. To recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>H5. To know what good physical health means; to know how to recognise early signs of physical illness.</p> <p>H12. To know about the benefits of sun exposure and risks of overexposure; to know how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>H13. To know about the benefits of the internet; to know the importance of balancing time online with other activities; to develop strategies for managing time online.</p> <p>H14. To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p>
Mental Health	<p>H15. To know that mental health, just like physical health, is part of daily life; to know the importance of taking care of mental health.</p> <p>H16. To know 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.</p> <p>H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>H22. To recognise that anyone can experience mental ill health; to know that most difficulties can be resolved with help and support; and to know that it is important to discuss feelings with a trusted adult.</p>



	<p>H24. To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>H27. To recognise their individuality and personal qualities.</p>
<p>Ourselves, Growing and Changing</p>	<p>H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>H31. To know 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).</p> <p>H32. To know how hygiene routines change during the time of puberty, to know the importance of keeping clean and to know how to maintain personal hygiene</p> <p>H33. To know about the processes of reproduction and birth as part of the human life cycle; to know how babies are conceived and born (and that there are ways to prevent a baby being made); to know how babies need to be cared for.</p> <p>H34. To know where to get more information, help and advice about growing and changing, especially about puberty.</p> <p>H35. To know about the new opportunities and responsibilities that increasing independence may bring.</p> <p>H36. To develop strategies to manage transitions between classes and key stages.</p>
<p>Keeping Safe</p>	<p>H40. To know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>H41. To develop strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; to understand safe use of digital devices when out and about.</p> <p>H42. To know about the importance of keeping personal information private; to know strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; to know what to do if frightened or worried by something seen or read online and to know how to report concerns, inappropriate content and contact.</p> <p>H43. To know what is meant by first aid; to know basic techniques for dealing with common injuries.</p> <p>H44. To know how to respond and react in an emergency situation; to know how to identify situations that may require the emergency services; to know how to contact them and what to say.</p>
<p>Drugs, Alcohol and Tobacco</p>	<p>H46. To know 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; to recognise that drug use can become a habit which can be difficult to break.</p> <p>H49. To know about the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p>

**YEAR 6****LIVING IN THE WIDER WORLD**

Shared Responsibilities	L5. To know ways of carrying out shared responsibilities for protecting the environment in school and at home; to know how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
Communities	L10. To know about prejudice; to know how to recognise behaviours/actions which discriminate against others; to know ways of responding to it if witnessed or experienced
Media literacy and digital resilience	L16. To know how text and images in the media and on social media can be manipulated or invented; to develop strategies to evaluate the reliability of sources and identify misinformation
Economic wellbeing: money	L23. To know about the risks involved in gambling; to know different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. To identify the ways that money can impact on people's feelings and emotions
Economic wellbeing: Aspirations, work and careers	L30. To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L32. To recognise a variety of routes into careers (e.g. college, apprenticeship, university)