



PSHE Content

In PSHE, we teach to enable all children who study it the opportunity to consider the issues in depth. The knowledge in the curriculum is delivered by considering key questions, which can all be tackled by children of the different ages who study it. In Voyagers (Y4/5) and Falcons (Y5/6), the same topics and issues are studied, but with different questions being asked in Y5/6 so that Year 6s can revisit what they studied in Y4 in greater depth.

RSE is taught in separate year groups, so the separate content is listed here.

Year 1 - 3

Journey Plan A	Core
<p>Myself and My Relationships Beginning and Belonging (MMR BB 1/2)</p> <p>Digital Lifestyles covered through computing lessons</p>	<ul style="list-style-type: none"> • Do I understand simple ways to help my school feel like a safe, happy place? • How can I get to know the people in my class? • How do I feel when I am doing something new? • How can I help someone feel welcome in class? • What helps me manage in new situations? • Who can help me at home and at school?
<p>Myself and My Relationships Anti-bullying (MMR AB 1/2 spread over 2 years)</p>	<ul style="list-style-type: none"> • Why might people fall out with their friends? • Can I describe what bullying is? • Do I understand some of the reasons people bully others? • Why is bullying never acceptable or respectful? • How might people feel if they are being bullied? • Who can I talk to if I have worries about friendship difficulties or bullying?



<p>+ Anti-bullying week</p>	<ul style="list-style-type: none"> • How can I be assertive? • Do I know what to do if I think someone is being bullied? • How do people help me to build positive and safe relationships? • What does my school do to stop bullying? 		
<p>Citizenship Rights, rules and responsibilities (CIT RR 1/2)</p>	<ul style="list-style-type: none"> • How do rules and conventions help me to feel happy & safe? • How do I take part in making rules? • Who looks after me and what are their responsibilities? • What jobs and responsibilities do I have in school and at home? • Can I listen to other people, share my views and take turns? • Can I take part in discussions and decisions in class 		
<p>Citizenship Financial capacity (EW FC 1/2)</p>	<ul style="list-style-type: none"> • Where does money come from and where does it go when we 'use' it? • How might I get money and what can I do with it? • How do we pay for things? • What does it mean to have more or less money than you need? • How do I feel about money? • How do my choices affect me, my family, others? • What is a charity? 		
<p>Healthy & Safer Lifestyles Personal Safety (HSL PS 1/2)</p>	<ul style="list-style-type: none"> • Can I identify different feelings and tell others how I feel? • Which school/classroom rules are about helping people to feel safe? • Can I name my own Early Warning Signs? • How do I know which adults and friends I can trust? • Who could I talk with if I have a worry or need to ask for help? • What could I do if a friend or someone in my family isn't kind to me? • Can I identify private body parts and say 'no' to unwanted touch? • What could I do if I feel worried about a secret? • What could I do if something worries or upsets me when I am online? 		
<p>Healthy & Safer Lifestyles Relationships and Sex Education (HSL RS1, 2, 3 taught in individual year groups)</p>	<p>Year 1</p> <ul style="list-style-type: none"> • What are the names of the main parts of the body? • What can my amazing body do? • When am I in charge of my actions and my body? • How can I keep my body clean? • How can I avoid spreading common illnesses and diseases? 	<p>Year 2</p> <ul style="list-style-type: none"> • How do babies change and grow? (Statutory NC Science Y2) • How have I changed since I was a baby? (Statutory NC Science Y2) • What's growing in that bump? (NC Science) • What do babies and children need from their families? • Which stable, caring relationships are at the heart of families I know? 	<p>Year 3</p> <ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? • When do we talk about our bodies, how they change, and who do we talk to? • What can my body do and how is it special? • Why is it important to keep myself clean? • What can I do for myself to stay clean and how will this change in the future?



		• What are my responsibilities now I'm growing up?	• How do different illnesses and diseases spread and what can I do to prevent this?
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Journey Plan B	Core
<p>Myself and My Relationships My Emotions (MMR ME 1/2)</p> <p>Digital Lifestyles covered through computing lessons</p>	<ul style="list-style-type: none"> • What am I good at and what is special about me? • How can I stand up for myself? • Can I name some different feelings? • Can I describe situations in which I might feel happy, sad, cross etc? • How do my feelings and actions affect others? • How do I manage some of my emotions and associated behaviours? • What are the different ways people might relax and what helps me to feel relaxed? • Who do I share my feelings with?
<p>Myself and My Relationships Anti-bullying (MMR AB 1/2 spread over 2 years) + Anti-bullying week</p>	<ul style="list-style-type: none"> • Why might people fall out with their friends? • Can I describe what bullying is? • Do I understand some of the reasons people bully others? • Why is bullying never acceptable or respectful? • How might people feel if they are being bullied? • Who can I talk to if I have worries about friendship difficulties or bullying? • How can I be assertive? • Do I know what to do if I think someone is being bullied? • How do people help me to build positive and safe relationships? • What does my school do to stop bullying?
<p>Citizenship Working together (CIT WT 1/2)</p>	<ul style="list-style-type: none"> • What am I and other people good at? • What new skills would I like to develop? • How can I listen well to other people? • Why is it important to take turns? • How can I work well in a group? • How can I negotiate to sort out disagreements? • How are my skills useful in a group? • What is a useful evaluation?
<p>Healthy & Safer Lifestyles</p>	<ul style="list-style-type: none"> • What are risky situations and how might I feel? • What is my name, address and phone number and when might I need to give them?



<p>Managing Safety and Risk (HSL MSR 1/2)</p>	<ul style="list-style-type: none"> • What is an emergency and who can help? • What makes a place or activity safe for me? • What are the benefits and risks for me when walking near the road, and how can I stay safer? • What are the benefits and risks for me in the sun and how can I stay safer? • What do I enjoy when I'm near water and how can I stay safer? • What are the risks for me if I am lost and how can I get help? • How can I help to stop simple accidents from happening and how can I help if there is an accident? 		
<p>Healthy & Safer Lifestyles Drug Education (HSL DE 1/2)</p>	<ul style="list-style-type: none"> • Which substances might enter our bodies, how do they get there and what do they do? • What are medicines and why and when do some people use them? • When and why do people have an injection from a doctor or a nurse? • Who is in charge of what medicine I take? • What different things can help me feel better if I feel poorly? • How can I keep safe with medicines and substances at home and at school? • What is persuasion and how does it feel to be persuaded? 		
<p>Healthy & Safer Lifestyles Relationships and Sex Education (HSL RS1, 2, 3 taught in individual year groups)</p>	<p>Year 1</p> <ul style="list-style-type: none"> • What are the names of the main parts of the body? • What can my amazing body do? • When am I in charge of my actions and my body? • How can I keep my body clean? • How can I avoid spreading common illnesses and diseases? 	<p>Year 2</p> <ul style="list-style-type: none"> • How do babies change and grow? (Statutory NC Science Y2) • How have I changed since I was a baby? (Statutory NC Science Y2) • What's growing in that bump? (NC Science) • What do babies and children need from their families? • Which stable, caring relationships are at the heart of families I know? • What are my responsibilities now I'm growing up? 	<p>Year 3</p> <ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? • When do we talk about our bodies, how they change, and who do we talk to? • What can my body do and how is it special? • Why is it important to keep myself clean? • What can I do for myself to stay clean and how will this change in the future? • How do different illnesses and diseases spread and what can I do to prevent this?

<p>Journey Plan C</p>	<p>Core</p>
<p>Myself and My Relationships Family and Friends</p>	<ul style="list-style-type: none"> • Can I describe what a good friend is and does and how it feels to be friends? • Why is telling the truth important? • What skills do I need to choose, make and develop friendships? • How might friendships go wrong, and how does it feel?



<p>(MMR FF 1/2)</p> <p>Digital Lifestyles covered through computing lessons</p>	<ul style="list-style-type: none"> • How can I try to mend friendships if they have become difficult? • What is my personal space and how do I talk to people about it? • Who is in my family and how do we care for each other? • Who are my special people, why are they special and how do they support me?
<p>Myself and My Relationships</p> <p>Family and Friends: Lost and Found</p> <p>(ENR LF 1/2)</p> <p>+ Anti-bullying week</p>	<ul style="list-style-type: none"> • How might I recognise feelings in others? • How might I respond to a friend who is feeling certain emotions? • What makes friendship special? • How can I strengthen my friendships? • What can I do if I feel lonely? • What can I do if I lose a friend? • How can friends help me in a new or risky situation?
<p>Citizenship</p> <p>Diversity and Communities</p> <p>(CIT DC 1/2)</p>	<ul style="list-style-type: none"> • What makes me 'me', what makes you 'you'? • Do all boys and all girls like the same things? • What is my family like and how are other families different? • What different groups do we belong to? • What is a stereotype and can I give some examples? • Who helps people in my locality and what help do they need? • What does 'my community' mean and how does it feel to be part of it? • How do people find out about what is happening in my community? • How do we care for animals and plants? • How can I help look after my school?
<p>Myself and My Relationships</p> <p>Managing change</p> <p>(MMR MC 1/2)</p>	<ul style="list-style-type: none"> • How are my achievements, skills and responsibilities changing and what else might change? • How might people feel during times of loss and change? • How do friendships change? • What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? • How might people feel when they lose a special possession? • When can I make choices about changes?
<p>Healthy & Safer Lifestyles</p> <p>Healthy Lifestyles</p> <p>(HSL HL 1/2)</p>	<ul style="list-style-type: none"> • What does healthy eating and a balanced diet mean? • What is an active lifestyle and how does it help me to be healthier? • What is mental wellbeing and how is it affected by my physical health? • How much sleep do I need & what happens if I don't have enough?



	<ul style="list-style-type: none"> • How do nutrition and physical activity work together? • How can I plan and prepare simple, healthy meals safely? • How can I look after my teeth and why is it important? • Who is responsible for my lifestyle choices and how are these choices influenced? 		
<p>Healthy & Safer Lifestyles Relationships and Sex Education (HSLRS1, 2, 3 taught in individual year groups)</p>	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> • What are the names of the main parts of the body? • What can my amazing body do? • When am I in charge of my actions and my body? • How can I keep my body clean? • How can I avoid spreading common illnesses and diseases? 	<ul style="list-style-type: none"> • How do babies change and grow? (Statutory NC Science Y2) • How have I changed since I was a baby? (Statutory NC Science Y2) • What's growing in that bump? (NC Science) • What do babies and children need from their families? • Which stable, caring relationships are at the heart of families I know? • What are my responsibilities now I'm growing up? 	<ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? • When do we talk about our bodies, how they change, and who do we talk to? • What can my body do and how is it special? • Why is it important to keep myself clean? • What can I do for myself to stay clean and how will this change in the future? • How do different illnesses and diseases spread and what can I do to prevent this?

Year 4 – 6

Journey Plan A	Voyagers Year 4/5	Falcons Year 5/6
<p>Myself and My Relationships Beginning and belonging (MMR BB 3/4 and 5/6)</p>	<ul style="list-style-type: none"> • What is my role in helping my school be a place where we can learn happily and safely? • How can we build relationships in our class and how does this benefit me? • What does it feel like to be new or to start something new? • How can I help children and adults feel welcome in school? • What helps me manage a new situation or learn something new? • Who are the different people in my network who I can ask for help? 	<ul style="list-style-type: none"> • What are my responsibilities for helping others in school feel happy and safe? • How can I take responsibility for building relationships in my school and how does this benefit us all? • How might different people feel when starting something new and how can I help? • How do we help people feel welcome and valued in and out of school? • What helps me to be resilient in a range of new situations? • Are there more ways I can get help now and how do I seek support?



<p>Citizenship Working together (CIT WT 3/4 and 5/6)</p> <p>+ Anti-bullying week</p>	<ul style="list-style-type: none"> • What am I good at and what are others good at? • What new skills would I like or need to develop? • How well can I listen to other people? • How do I ask open questions? • How can I share my views and opinions effectively? • How can different people contribute to a group task? • How can I work well in a group? • How can I persevere and overcome obstacles to my learning? • What is useful evaluation? • How do I give constructive feedback and receive it from others? 	<ul style="list-style-type: none"> • What are my strengths and skills and how are they seen by others? • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? • How can I share my views effectively and negotiate with others to reach agreement? • How can I persevere and help others to do so? • How can I give, receive and act on sensitive and constructive feedback?
<p>Citizenship Rights, rules and responsibilities (CIT RR 3/4 and 5/6)</p>	<ul style="list-style-type: none"> • What do we mean by rights and responsibilities? • What are my responsibilities at home and at school? • What does it mean to be treated and to treat others with respect? • Who are those in positions of authority in our school and communities and how can we show respect? • Why do we need rules and conventions at home and at school? • What part can I play in making and changing rules? • How do we make democratic decisions in school? • What is a representative and how do we elect them? 	<ul style="list-style-type: none"> • What are the conventions of courtesy & manners and how do these vary? • How does my behaviour online affect others and how can I show respect? • Why is it important to keep my personal information private, especially online? • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • How do I take part in debate, respectfully listening to other people's views?
<p>Healthy & Safer Lifestyles Personal Safety (HSL PS 3/4 and 5/6)</p>	<ul style="list-style-type: none"> • How do I recognise my own feelings and communicate them to others? • Can I recognise when my Early Warning Signs are telling me I don't feel safe? • What qualities do trusted adults and trusted friends have? • Who is in my Network of Support and how can I ask them for help? • Which school / classroom rules are about helping people to feel safe? • What physical contact do I feel comfortable with and what do I do if physical contact is unwanted? 	<ul style="list-style-type: none"> • How do I recognise my own feelings and consider how my actions may affect the feelings of others? • Can I use my Early Warning Signs to judge how safe I am feeling? • How do I judge who is a trusted adult or trusted friend? • How can I seek help or advice from someone on my network of support and when should I review my network? • How could I report concerns of abuse or neglect? • Can I identify appropriate & inappropriate or unsafe physical contact? • How do I judge when it is not right to keep a secret and what action could I take? • How can I recognise risks online and report concerns?



	<ul style="list-style-type: none"> • What could I do if I feel worried about a secret? • What could I do if I feel worried about a friendship or a family relationship? • How can I keep safe online? 	<ul style="list-style-type: none"> • What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? 	
<p>Healthy & Safer Lifestyles Drug Education (HSL DE 3/4 and 5/6)</p>	<ul style="list-style-type: none"> • What medical & legal drugs do I know about, and what are their effects? • Who uses and misuses legal drugs? • Why do some people need medicine and who prescribes it? • What are immunisations and have I had any? • What are the safety rules for storing medicine and other risky substances? • What should I do if I find something risky, like a syringe? • What do I understand about how friends and the media persuade and influence me? 	<ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? How does drug use affect the way a body or brain works? • How do medicines help people with different illnesses? • What immunisations have I had or may I have in future and how do they keep me healthy? • What is drug misuse? • What are some of the laws about drugs? • How can I assess risk, recognise peer influence & respond assertively? • When and how should I check information about drugs? 	
<p>Healthy & Safer Lifestyles Relationships and Sex Education (HSL RS 4, 5 and 6 - Each year group to be taught separately)</p>	<p>Year 4</p> <ul style="list-style-type: none"> • What are the main stages of the human life cycle? Science link • How did I begin? • What does it mean to be 'grown up'? • What am I responsible for now and how will this change? • How do different caring, stable, adult relationships create a secure environment for children to grow up? 	<p>Year 5</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? • How can I talk about bodies confidently and appropriately? • What happens to different bodies at puberty? • What might influence my view of my body? • How can I keep my growing and changing body clean? • How can I reduce the spread of viruses and bacteria? 	<p>Year 6</p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? • How can my words or actions affect how others feel, and what are my responsibilities? • What should adults think about before they have children? • Why might people get married or become civil partners? • What are different families like?

Journey Plan B	Voyagers Year 4/5	Falcons Year 5/6
<p>Myself and My Relationships My Emotions</p>	<ul style="list-style-type: none"> • Why is it important to accept and feel proud of who we are? • What does the word 'unique' mean and what do I feel proud of about myself? • Why is mental wellbeing as important as physical wellbeing? 	<ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? • What does it mean to have a 'strong sense of identity' & 'self-respect'? • What can I do to boost my self-respect?



<p>(MMR ME 3/4 and 5/6)</p> <p>Digital Lifestyles covered through computing lessons</p>	<ul style="list-style-type: none"> • How can I communicate my emotions? • Can I recognise some simple ways to manage difficult emotions? • What does it mean when someone says I am “over reacting” and how do I show understanding towards myself and others? • How do my actions and feelings affect the way I and others feel? • How do I care for other people’s feelings? • Who can I talk to about the way I feel? • How can I disagree without being disagreeable? 	<ul style="list-style-type: none"> • How do I manage strong emotions? • How can I judge if my own feelings and behaviours are appropriate & proportionate? • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? • How common is mental ill health and what self-care techniques can I use? • How and from whom do I get support when things are difficult?
<p>Myself and My Relationships Anti-bullying (MMR AB 3/4 and 5/6)</p>	<ul style="list-style-type: none"> • How are falling out and bullying different? • What are the key characteristics of different types of bullying? • How do people use power when they bully others? • How can lack of respect and empathy for others lead to bullying? • What is the difference between direct and indirect types of bullying? • Do I understand that bullying may affect how people feel for a long time? • What are bystanders and followers and how might they feel? • How can I support people I know are being bullied by being assertive? • How does my school prevent bullying and support people involved? 	<ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? • Can I define the characteristics and different forms of bullying? • How do people use technology & social media to bully others and how can I help others to prevent and manage this? • What do all types of bullying have in common? • Might different groups experience bullying in different ways? • How can people’s personal circumstances affect their experiences? • How does prejudice sometimes lead people to bully others? • Can I respond assertively to bullying, online and offline? • How might bullying affect people’s mental wellbeing and behaviour? • How and why might peers become colluders or supporters in bullying situations?
<p>Citizenship Diversity and Communities (CIT DC 3/4 and 5/6)</p>	<ul style="list-style-type: none"> • How might others’ expectations of girls and boys affect people’s feelings and choices? • How are our families the same and how are they different? • Do people who live in my locality have different traditions, cultures and beliefs? • How does valuing diversity benefit everyone? • Why are stereotypes unfair and how can I challenge them? 	<ul style="list-style-type: none"> • How do other people’s perceptions, views and stereotypes influence my sense of identity? • How do views of gender affect my identity, friendships, behaviour & choices? • What are people’s different identities, locally and in the UK? • How can I show respect to those with different lifestyles, beliefs & traditions? • What are the negative effects of stereotyping? • Which wider communities & groups am I part of & how does this benefit me? • What are voluntary organisations and how do they make a difference?



	<ul style="list-style-type: none"> • How do people in my locality benefit from being part of different groups? • What are the roles of people who support others with different needs in my community? • How does the media work in my community? • How can we care for the local environment and what are the benefits? • What do animals need, and what are our responsibilities? 	<ul style="list-style-type: none"> • What is the role of the media and how does it influence me and my community? • Who cares for the wider environment and what is my contribution?
<p>Healthy & Safer Lifestyles Managing Safety and Risk (HSLMSR 3/4 and 5/6)</p>	<ul style="list-style-type: none"> • How do I feel in risky situations and how might my body react? • Can I make decisions in risky situations and might my friends affect these decisions? • When might I meet adults I don't know & how can I respond safely? • What actions could I take in an emergency or accident and how can I call the emergency services? • What are the benefits of using the roads and being near water and how can I reduce the risks? • How is fire risky and how can I reduce the risks? • How do I keep myself safe during activities and visits? • How can I stop accidents happening at home and when I'm out? 	<ul style="list-style-type: none"> • When might it be good for my mental health for me to take a risk? • What are the possible benefits and consequences of taking physical, emotional and social risks? • When am I responsible for my own safety as I get older and how can I keep others safer? • How can I safely get the attention of a known or unknown adult in an emergency? • Can I carry out basic first aid in common situations, including head injuries? • What are the benefits of cycling and walking on my own and how can I stay safer? • How can being outside support my wellbeing & how do I keep myself safe in the sun? • What are the benefits of using public transport and how can I stay safe near railways? • How can I prevent accidents at school and at home, now that I can take more responsibility?
<p>Healthy & Safer Lifestyles Healthy Lifestyles (HSLHL 3/4 and 5/6)</p>	<ul style="list-style-type: none"> • What is mental wellbeing and how is it affected by my physical health? • What is an active lifestyle and how does it help me to be healthy? • Who is responsible for my lifestyle choices and how are these choices influenced? • What does healthy eating and a balanced diet mean? • How do nutrition and physical activity work together? • How can I plan and prepare healthy meals safely? • How can I look after my teeth and why is it important? 	<ul style="list-style-type: none"> • How does physical activity help me & what might be the risks of not engaging in it? • What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? • What are the different aspects of a healthy lifestyle and how could I become healthier? • What are the factors influencing me when I'm making lifestyle choices and how might these change over time? • What might be the signs of physical illness and how might I respond? • What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?



	<ul style="list-style-type: none"> • How much sleep do I need and what happens if I don't have enough? 	<ul style="list-style-type: none"> • Why are online apps and games age restricted? 	
<p>Healthy & Safer Lifestyles Relationships and Sex Education (HSLRS 4, 5 and 6 - Each year group to be taught separately)</p>	<p>Year 4</p> <ul style="list-style-type: none"> • What are the main stages of the human life cycle? • How did I begin? • What does it mean to be 'grown up'? • What am I responsible for now and how will this change? • How do different caring, stable, adult relationships create a secure environment for children to grow up? 	<p>Year 5</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? • How can I talk about bodies confidently and appropriately? • What happens to different bodies at puberty? • What might influence my view of my body? • How can I keep my growing and changing body clean? • How can I reduce the spread of viruses and bacteria? 	<p>Year 6</p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? • How can my words or actions affect how others feel, and what are my responsibilities? • What should adults think about before they have children? • Why might people get married or become civil partners? • What are different families like?