

PSHE and RSE curriculum content – Learning objectives

KEY:

Green text – relationships objectives

Blue text – health objectives

Black text – PSHE / citizenship objectives

Purple – Science curriculum links (statutory)

	YEAR 1	YEAR 2
Autumn 1 Being me in my world	<ol style="list-style-type: none"> 1. Feel special and safe in my class. 2. Understand the rights and responsibilities I have within my class and know that I belong in my class. 3. Know how to make the class a safe place for everybody to learn. R13, R16 4. Know my views are valued and I can contribute to others' learning. 5. Recognise that there are consequences for my choices and understand I might have a range of feelings when I face consequences. 6. Understand my rights and responsibilities and know I can make my own choices. 	<ol style="list-style-type: none"> 1. Tell you some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help. H3, R30 2. Understand the rights and responsibilities I have within my class and know that I belong in my class. I can make others feel like they belong. 3. Listen to other people and contribute my own ideas about rewards and consequences to help make my class a safe and fair place. R13, R16 4. Listen to other people and contribute my own ideas about rewards and consequences to help make my class a safe and fair place. R13, R16 5. Understand how following the rules will help me and others learn to cooperatively. 6. Recognise that there are consequences for my choices if I do not follow the class rules.
Autumn 2 Celebrating Difference	<ol style="list-style-type: none"> 1. See similarities between people in my class and tell you some ways I am the same as my friends. 2. See differences between people in my class and tell you some ways I am different from my friends R12 3. Tell you what being bullied is and how being bullied might feel. R17 4. Know some people I could talk to if I was feeling unhappy or being bullied and I know how to be kind to children who are being bullied. R17 5. Know how to make new friends and how it feels to make a new friend. R7, R8 6. Understand that differences make us all special and unique. R12 	<ol style="list-style-type: none"> 1. Begin to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this. R12, R18 2. Begin to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are different and accept that this is ok. R12, R18 3. Understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels and can be kind to children who are bullied. R17 4. Listen to other people and contribute my own ideas about rewards and consequences help make my class a safe and fair place. 5. Know how to make new friends and how it feels to make a new friend. I know how it feels to have friends. R7 – R11 6. Tell you some ways I am different from my friends and understand these differences make us all special and unique. R12

<p style="text-align: center;">Spring 1 Dreams and Goals</p>	<ol style="list-style-type: none"> 1. Set simple goals and identify my successes and achievements. 2. Set a goal and work out how to achieve it. I can tell you how I learn best. 3. Understand how to work well and celebrate achievements with a partner. 4. Tackle a new challenge, stretch my learning and say how I feel when I am faced with challenge. 5. Identify obstacles which might make it harder to achieve my new challenge, say how I feel about them and work out how to overcome them. H3 6. Tell you how I felt when I succeeded in a new challenge and how I celebrated it. H3 	<ol style="list-style-type: none"> 1. Choose a realistic goal, think about how to achieve it, identify my successes and achievements and know how this makes me feel (proud). 2. Persevere even when I find tasks difficult and tell you some of my strengths as a learner. 3. Recognise who it is easy for me to work with and who it is more difficult for me to work with, and I understand how working with other people can help me to learn. R13, R14 4. Work cooperatively in a group to create an end product and explain some of the ways I worked cooperatively in my group to create the end product. R12 – R14 5. Work with other people to solve problems and express how it felt to be working as part of this group. R12 – R14 6. Know how to share success with other people know and how contributing to the success of a group feels. R12 – R14
<p style="text-align: center;">Spring 2 Healthy me</p>	<ol style="list-style-type: none"> 1. Understand the difference between being healthy and unhealthy, ways to keep myself healthy and how I feel when I make healthy choices. H18, H22, H5 2. Know how to make healthy lifestyle choices and how healthy choices make me feel. H18, H22, H5 3. Know how to keep myself clean and healthy and how germs cause disease/illness. I know that household products including medicine can be harmful if not used properly. I recognise I am special so I keep myself safe. H29, H30, H6 4. Understand that medicines can help me if I feel poorly, how to use them safely and some ways to help myself when I feel poorly. H18, H33 5. Know how to keep safe when crossing the road, people who can help me stay safe and who to ask for help if I feel frightened. R32 6. Tell you why my body is amazing and how I stay happy by keeping it safe and healthy. H6, R15 	<ol style="list-style-type: none"> 1. Know what I need to keep my body healthy and am motivated to make healthy lifestyle choices. H18, H22, H5 2. Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when a feeling is strong. H2, H3, H4 3. Understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy H5, H6, 29 – H31 4. Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most. H22, H23 5. Decide which foods to eat to give my body energy or nutrition, and have a healthy relationship with food. H22 - H24 6. Make some healthy snacks and explain why they are good for my body to my friends H22, H23

<p style="text-align: center;">Summer 1 Relationships</p>	<ol style="list-style-type: none"> 1. Identify the members of my family and understand that there are lots of different types of families but all make us feel like we belong and are cared about. R1, R3 2. Say what I think makes a good friend and how to make a new friend. R8, R9 3. Tell you some ways I might have physical contact with my friends, which ways I prefer and which ways are acceptable or unacceptable to me. R19, R25, R27 4. Know who can help me in my school community. I know when I need help and how to ask for it. R30, R32 5. Recognise my qualities as a person and a friend, and how to praise myself. R15 6. Tell you why I appreciate someone who is special to me and express how I feel about them. R7 	<ol style="list-style-type: none"> 1. Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family. R1, R3 2. Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I know which types of physical contact I like and don't like and can talk about this. R6, R25 - R29, R31, R32 3. Identify some of the things that cause conflict with my friends and demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. R10, R11 4. Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. R26 5. Recognise and appreciate people who can help me in my family, my school and my community and understand how it feels to trust someone. R11 6. Express my appreciation for the people in my special relationships and be comfortable accepting appreciation from others. R1 - R3
<p style="text-align: center;">Summer 2 Changing Me</p>	<ol style="list-style-type: none"> 1. Understand what a life cycle is and that changes happen as we grow. I know that this is ok. 2. Tell you some things about me that have changed or stayed the same, that these changes are ok and how some will happen whether I want them to or not. 3. Know how my body has changed since I was a baby, that growing up is natural and that everybody grows at different rates. 4. Know the parts of the body that make boys and girls different (penis, testicles, vagina, breast, anus, breasts) and I respect my body, keeping some parts private. R26, R27 <i>*This builds on the Year 1 Science programme of Study, Animals, including humans, 'identify, name, draw and label the basic parts of the human body'.</i> 5. Understand that every time I learn something new I change a little bit and I enjoy learning new things. 6. Tell you about changes that have happened in my life and ways to cope with changes. 	<ol style="list-style-type: none"> 1. Recognise cycles of life in nature and know there are some changes that are outside my control and to recognise how I feel about this. 2. Tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me. R12 – R16 3. Recognise how my body has changed since I was a baby and feel proud about becoming more independent. 4. Recognise the physical differences between boys and girls and use the correct names for parts of the body (penis, testicles, vagina, breasts, anus) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl. R26, R27 <i>*This builds on the Year 1 Science programme of Study, Animals, including humans, 'identify, name, draw and label the basic parts of the human body'.</i> 5. Understand there are different types of touch and tell you which ones I like or don't, confidently, know how to ask for help. R25 - R27, R29, R31, R32 6. Say what I am looking forward to when I am in Year 3 and think about changes I will make and how I will go about this.

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	YEAR 3	YEAR 4
Autumn 1 Being me in my world	<ol style="list-style-type: none"> 1) Recognise my worth and identify positive things about myself and my achievements R15 2) Embrace new challenges positively, make responsible choices and ask for help when I need it R11, R6 3) Understand why rules are needed and how they relate to rights and responsibilities 4) Understand that my actions affect myself and others and I care about other people’s feelings R2, R10 5) Make responsible choices and take action R9,R10,R11 6) Understand my actions affect others and try to see things from their points of view R10 	<ol style="list-style-type: none"> 1) Know my attitudes and actions make a difference R13 2) Understand who is in my school community, the roles they play and how I fit in 3) Understand how democracy works through the School Council 4) Understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them R8, R12 5) Understand how groups come together to make decisions 6) Understand how democracy and having a voice benefits the school community
Autumn 2 Celebrating Difference	<ol style="list-style-type: none"> 1) Understand that everybody’s family is different and important to them R1,R2,R3,R4,R5 2) Understand that differences and conflicts sometimes happen among family members R2 3) Know what it means to be a witness to bullying R17 4) Know that witnesses can make the situation better or worse by what they do R17 5) Recognise that some words are used in hurtful ways R9 6) Tell you about a time when my words affected someone’s feelings and what the consequences were R10 	<ol style="list-style-type: none"> 1) Understand that, sometimes, we make assumptions based on what people look like R12, R18 2) Understand what influences me to make assumptions based on how people look R12, R16, R18 3) Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure R17, R30, R31, R32 4) Explain why witnesses sometimes join in with bullying and sometimes don’t tell R17 5) Identify what is special about me and value the ways in which I am unique R15 6) Tell you a time when my first impression of someone changed when I got to know them R8, R12

<p style="text-align: center;">Spring 1 Dreams and Goals</p>	<ol style="list-style-type: none"> 1) Tell you about a person who has faced difficult challenges and achieved success, H2,H3,H4 2) Identify a dream/ambition that is important to me 3) Enjoy facing new learning challenges and working out the best ways for me to achieve them 4) Be motivated and enthusiastic about achieving our new challenge 5) Recognise obstacles which might hinder my achievement and can take steps to overcome them 6) Evaluate my own learning process and identify how it can be better next time H4 	<ol style="list-style-type: none"> 1) Tell you about some of my hopes and dreams 2) Understand that sometimes hopes and dreams do not come true and that this can hurt H3 3) Know that reflecting on positive and happy experiences can help me to counteract disappointment 4) Know how to make a new plan and set new goals even if I have been disappointed 5) Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group R8, R11 6) Identify the contributions made by myself and others to the group's achievement
<p style="text-align: center;">Spring 2 Healthy me</p>	<ol style="list-style-type: none"> 1) Understand how exercise affects my body and know why my heart and lungs are such important organs H18, H19, H20 2) Know that the amount of calories, fat and sugar I put into my body will affect my health H22, H23, H24 3) Tell you my knowledge and attitude towards drugs H25 4) Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help H20, H21, H24, H25 5) Identify when something feels safe or unsafe H25 6) Understand how complex my body is and how important it is to take care of it H20, H24 	<ol style="list-style-type: none"> 1) Recognise how different friendship groups are formed, how I fit into them and the friends I value the most R7 2) Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations 3) Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke H25 4) Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol H25 5) Recognise when people are putting me under pressure and can explain ways to resist this when I want R11, R25, R29, R30, R31, R32 6) Know myself well enough to have a clear picture of what I believe is right and wrong R15
<p style="text-align: center;">Summer 1 Relationships</p>	<ol style="list-style-type: none"> 1) Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females R1, R18 2) Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener R8 3) Know and can use some strategies for keeping myself safe online R22, R23, R24 4) Explain how some of the actions and work of people around the world help and influence my life 5) Understand how my needs and rights are shared by children around the world and can identify how our lives may be different. 6) Know how to express my appreciation to my friends and family H3 	<ol style="list-style-type: none"> 1) Recognise situations which can cause jealousy in relationships R7, R9 H2, H3 2) Identify someone I love and can express why they are special to me R1, R3 3) Tell you about someone I know that I no longer see 4) Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends R10, R11 5) Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older 6) Know how to show love and appreciation to the people and animals who are special to me R1, R3, R7, H3

<p style="text-align: center;">Summer 2 Changing Me</p>	<p>1) Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>2) Understand how babies grow and develop in the mother’s uterus. I understand what a baby needs to live and grow</p> <p>3) Understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies. I can identify how boys’ and girls’ bodies change on the outside during this growing up process H34</p> <p>4) Identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up H34</p> <p><i>* Children learn where the sperm and eggs come from. This lesson does not explain HOW the egg and sperm come together.</i></p> <p><i>* Teachers to omit the male/female videos so that there is no reference to menstruation.</i></p> <p><i>*Builds on Year 2 science Animals including Humans. Pupils are introduced to the concept of reproduction in animals, including humans, but not expected to understand HOW reproduction occurs.</i></p> <p>5)Begin to recognise stereotypical ideas I might have about parenting and family roles R18</p> <p>6)Identify what I am looking forward to when I move to my next class</p>	<p>1) Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p><i>*Builds on Year 2 science Animals including Humans. Pupils ‘notice that animals, including humans, have offspring.’ Pupils are introduced to the concept of reproduction in animals, including humans, but not expected to understand HOW reproduction occurs.</i></p> <p style="text-align: center;">LESSON TWO PLACED INTO YEAR 5 – CHANGING ME</p> <p>3) Describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this H34, H35</p> <p><i>*Links to Year 5 Science Animals including Humans. Pupils learn about the changes experienced in puberty.</i></p> <p>4) Know how the circle of change works and can apply it to changes I want to make in my life</p> <p>5) Identify changes that have been and may continue to be outside of my control that I learnt to accept H34, H35</p> <p>6) Identify what I am looking forward to when I move to a new class</p>
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	YEAR 5	YEAR 6
Autumn 1 Being me in my world	<ol style="list-style-type: none"> 1) Embrace new challenges positively and know how to set personal goals 2) Understand my rights and responsibilities as a citizen of my country 3) Understand my rights and responsibilities as a citizen of my country and as a member of my school 4) Make choices about my own behaviour because I understand how rewards and consequences feel H4 R8 5) Understand how an individual's behaviour can impact on a group R12, R13, R14 6) Understand how democracy and having a voice benefits the school community and know how to participate in this 	<ol style="list-style-type: none"> 1) Identify my goals for this year, understand my fears and worries about the future and know how to express them R32, H2, H3 2) Know that there are universal rights for all children but for many children these rights are not met 3) Understand that my actions affect other people locally and globally R16 4) Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities 5) Understand how an individual's behaviour can impact on a group R12, R13, R14 6) Understand how democracy and having a voice benefits the school community
Autumn 2 Celebrating Difference	<ol style="list-style-type: none"> 1) Understand that cultural differences sometimes cause conflict R3, R4, R10, R12, R13, H9 2) Understand what racism is 3) Understand how rumour-spreading and name-calling can be bullying behaviours R17, R21, R22, H8, H13, H15 4) Explain the difference between direct and indirect types of bullying R9, R17, R21, R25, R26, H7, H8, H13, H15 5) Compare my life with people in the developing world 6) Understand a different culture from my own R3, R12, R16 	<ol style="list-style-type: none"> 1) Understand there are different perceptions about what normal means R3, R4, R12 2) Understand how being different could affect someone's life R12, R16 3) Explain some of the ways in which one person or a group can have power over another H7, H8 4) Know some of the reasons why people use bullying behaviours R17 5) Can give examples of people with disabilities who lead amazing lives R14, R16 6) Explain ways in which difference can be a source of conflict and a cause for celebration R12

<p style="text-align: center;">Spring 1 Dreams and Goals</p>	<ol style="list-style-type: none"> 1) Understand that I will need money to help me achieve some of my dreams 2) Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs 3) Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it 4) Describe the dreams and goals of young people in a culture different to mine 5) Understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other R12, R14 6) Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship 	<ol style="list-style-type: none"> 1) Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal) 2) Can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these 3) Identify problems in the world that concern me and talk to other people about them H3 4) Work with other people to help make the world a better place R8 5) Describe some ways in which I can work with other people to help make the world a better place R16 6) Know what some people in my class like or admire about me and can accept their praise R7, R8, R14, R15
<p style="text-align: center;">Spring 2 Healthy me</p>	<ol style="list-style-type: none"> 1) Understand the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart H24, H25 2) Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart H24, H25 3) Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations H32, H33 4) Understand how the media, social media and celebrity culture promotes certain body types H12, H14, H16, R22, R23 5) Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures H1, H2, H3, H10, H12 6) Understand what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy H5, H18 - H20, H22, H23, H24 	<ol style="list-style-type: none"> 1) Take responsibility for my health and make choices that benefit my health and well-being H4, H5, H6, H9, H18 – H20 2) Know about different types of drugs and their uses and their effects on the body particularly the liver and heart H25 3) Understand that some people can be exploited and made to do things that are against the law R19, R25 – R32 4) Know why some people join gangs and the risks this involves R25 – R32, H15 5) Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness H1 – H10 6) Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse H25, H1 – H6, H9
<p style="text-align: center;">Summer 1 Relationships</p>	<ol style="list-style-type: none"> 1) Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities 2) Understand that belonging to an online community can have positive and negative consequences H8, H11 - H13, H15, R20 – R24, R25, R28 3) Understand there are rights and responsibilities in an online community or social network H13, H17, R12, R23, R25 4) Know there are rights and responsibilities when playing a game online H12 – H14, R21, R25, R28 5) Recognise when I am spending too much time using devices (screen time) H12 6) Explain how to stay safe when using technology to communicate with my friends H16, H17, R25, R28 	<ol style="list-style-type: none"> 1) Understand that it is important to take care of my mental health H1 – H10 2) Know how to take care of my mental health H3, H4, H5, H6, H9 3) Understand that there are different stages of grief and that there are different types of loss that cause people to grieve 4) Recognise when people are trying to gain power or control R6, R11, R19, R25, R27, R29 - R32 5) Judge whether something online is safe and helpful for me R20 – R24, H16 – H17 6) Use technology positively and safely to communicate with my friends and family R20 – R24, R25, H11 - H13, H17

<p>Summer 2 Changing Me</p>	<p>1) Become aware of my own self-image and how my body image fits into that R15</p> <p>2a) LESSON 2 FROM YEAR 4 Correctly label the internal and external parts of male and female bodies that are necessary for making a baby <i>* reference to sexual intercourse.</i> <i>* Builds on Year 5 Science Living things and their habitats. Pupils find out about sexual reproduction in animals.</i></p> <p style="text-align: center;">ALONGSIDE</p> <p>2b) Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally H34, H35 <i>*reference to sexual intercourse within this lesson. Same sex groups.</i> <i>* Builds on Year 5 Science Animals, including Humans: pupils learn about the changes experienced during puberty. Living things and their habitats: pupils find out about sexual reproduction in animals.</i></p> <p>3) Describe how boys' and girls' bodies change during puberty H34, H35 <i>*reference to sexual intercourse within this lesson. Same sex groups.</i> <i>* Builds on Year 5 Science Animals, including Humans: pupils learn about the changes experienced during puberty. Living things and their habitats: pupils find out about sexual reproduction in animals. Same sex groups</i></p> <p>4) Understand that sexual intercourse can lead to conception and that is how babies are usually made. I understand that sometimes people need IVF to help them have a babies.</p> <p>5) Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities H34, H35, R19, R27 <i>*reference of age of consent for sexual intercourse</i></p> <p>6) Identify what I am looking forward to when I move to my next class.</p>	<p>1) Become aware of my own self-image and how my body image fits into that R15</p> <p>2) Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally H34, H35 Same sex groups <i>* Builds on Year 5 Science Animals, including Humans: pupils learn about the changes experienced during puberty.</i></p> <p>3) Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. <i>* Builds on Year 5 Science Living things and their habitats: pupils learn about the life processes of reproduction in animals.</i></p> <p>4) Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend R11, R16, R19, R27, R30</p> <p>5) Become aware of the importance of a positive self-esteem and what I can do to develop it R15</p> <p>6) Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>
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