



PSHE Learning Journey

Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control

Know life-saving skills, including how to administer CPR.15

Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

Know that there are different types of committed, stable relationships and how these relationships might contribute to human happiness and their importance for bringing up children.

Study role models who have achieved success.

Rights, Rules & Responsibilities

Participate in the school's decision-making process, relating it to democratic structures and processes such as councils, government and voting.

KS3

Understand the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Know the characteristics of positive and healthy friendships (in all contexts, including online)

Know which commonly available substances and drugs are legal and illegal and their risks and effects.

Recognise (as they approach puberty) how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

My Emotions



Relationships & Sex



Anti Bullying

Drug Education

Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

Managing Safety & Risk

YEAR 6

Diversity & Community

Understand the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future.

Recognise that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.

Managing Change

Take responsibility for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school.

E-Safety



Managing Change

Beginning & Belonging

Be able to talk about their opinions and explain their views on issues that affect themselves and society.

Managing Safety & Risk

Know what a healthy lifestyle looks like and find ways to help create one.

Working Together



Personal Safety



To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.



Anti-Bullying

Diversity & Community

Relationships & Sex

My Emotions

YEAR 5

Understand why and how rules and laws are made, enforced by democracy, and focussing on why different rules are needed in different situations.

Anti Bullying



Prepare for change – when transitioning into new year groups and schools.

Managing Change

Relationships & Sex

Rights, Rules & Responsibilities

Understand about how the body changes as they approach puberty.



Drug Education

YEAR 4

Managing Safety & Risk

Resolve differences by looking at alternatives, making decisions and explaining choices.

Personal Safety

Understand how to look after their money and realise their own future wants and needs and how these can be met by saving and looking after money.

Know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

Family & Friends

Understand and realise the consequences of anti-social and aggressive behaviours, such as bullying and racism.



E-Safety

Managing Safety & Risk



Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

Relationships & Sex

Be able to name a familiar risky situation and suggest ways of reducing risk

Beginning & Belonging

Be able to recognise babies, children and adults of different ages and put them into age order

Be able to describe some aspects of their identity, and recognise some similarities and differences between themselves and others.

Anti-Bullying

Be able to name some of their own strengths and skills



Know what it feels and looks like to be assertive.

Working Together

Be able to recognise feelings in others

Healthy Lifestyles

Be able to show some simple strategies for helping other people who need support.

YEAR 3

Be able to describe how they are feeling, including how strong that feeling is

Understand that bullying is deliberately hurtful behaviour

Be able to demonstrate how to be kind to children who are being bullied

Understand that there are different family patterns

Be able to describe classroom ground rules and explain how they have been involved in making them

KS1

Be able to take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn