



PSHE CURRICULUM COVERAGE

(Including Relationships
& Health education)

COVERAGE KEY

Heartsmart scheme

PE

Science

RE

Taught separately

CORE THEME 1

Health and Wellbeing

This core theme focuses on:

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. Managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. Identifying different influences on health and wellbeing

KEY STAGE 1

Pupils should have the opportunity to learn:

H1.	what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	Applied through P.E lessons
H2.	to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	
H3.	to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals	
H4.	about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings	
H5.	about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	
H6.	the importance of, and how to, maintain personal hygiene	Applied through general pastoral education
H7.	how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading	
H8.	about the process of growing from young to old and how people's needs change	Science - Main parts of the body Animals, including humans unit
H9.	about growing and changing and new opportunities and responsibilities that increasing independence may bring	
H10.	the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls	
H11.	that household products, including medicines, can be harmful if not used properly	
H12.	rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety	Regular Assemblies on rail, water and fire safety Regular visitors to reinforce messages
H13.	about people who look after them, their family networks, who to go to if they are worried and how to attract their attention	
H14.	about the ways that pupils can help the people who look after them to more easily protect them	
H15.	to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets	
H16.	what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	

KEY STAGE 2

Pupils should have the opportunity to learn:

H1.	what positively and negatively affects their physical, mental and emotional health	
H2.	how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	
H3.	to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet	Applied to science – healthy eating
H4.	to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves	Ongoing pastoral education
H5.	to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals	School values Regular celebration assemblies
H6.	to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	
H7.	to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	
H8.	about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement	
H9.	to differentiate between the terms, 'risk', 'danger' and 'hazard'	
H10.	to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience	
H11.	to recognise how their increasing independence brings increased responsibility to keep themselves and others safe	
H12.	that bacteria and viruses can affect health and that following simple routines can reduce their spread	
H13.	how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media	
H14.	to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong	
H15.	school rules about health and safety, basic emergency aid procedures, where and how to get help	Year 4 – St John's Ambulance course – Children train to be first aiders
H16.	what is meant by the term 'habit' and why habits can be hard to change	
H17.	which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others	
H18.	how their body will, and their emotions may, change as they approach and move through puberty	Science -

H19.	about human reproduction	Animals, including humans unit Year 6- taught as a separate week during Summer Term
H20.	about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers	
H21.	strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bike ability programme), and safety in the environment (including rail, water and fire safety)	- Year 4/year 6 Bike ability Autumn Term Regular Assemblies on rail, water and fire safety
H22.	strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others	Reinforced through internet safety day Regular internet safety newsletters
H23.	about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	
H24.	the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)	Reinforced through internet safety day
H25.	how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request	Reinforced through internet safety day

CORE THEME 2

Relationships



This core theme focuses on:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

KEY STAGE 1

Pupils should have the opportunity to learn:

R1.	to communicate their feelings to others, to recognise how others show feelings and how to respond	
R2.	to recognise that their behaviour can affect other people	
R3.	the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid	
R4.	to recognise what is fair and unfair, kind and unkind, what is right and wrong	Ongoing pastoral education
R5.	to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	
R6.	to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)	
R7.	to offer constructive support and feedback to others	Applied through peer feedback in all curriculum areas
R8.	to identify and respect the differences and similarities between people	Explored further through collective worship and class worship
R9.	to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	
R10.	to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)	
R11.	that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	
R12.	to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	
R13.	to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable	Explored further through whole school events such as anti-bullying week
R14.	strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	

KEY STAGE 2

Pupils should have the opportunity to learn:

R1.	to recognise and respond appropriately to a wider range of feelings in others	
R2.	to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
R3.	to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support	
R4.	to recognise different types of relationship, including those between acquaintances, friends, relatives and families	
R5.	that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment	Explored through themes in religious education
R6.	that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves	
R7.	that their actions affect themselves and others	
R8.	to judge what kind of physical contact is acceptable or unacceptable and how to respond	Explored through positive and healthy relationships
R9.	the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	
R10.	to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view	
R11.	to work collaboratively towards shared goals	School values
R12.	to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves	Ongoing pastoral education
R13.	that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	Explored further through collective worship
R14.	to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)	Explored further through whole school events such as anti-bullying week
R15.	to recognise and manage 'dares'	
R16.	to recognise and challenge stereotypes	

R17.	about the difference between, and the terms associated with, sex, gender identity and sexual orientation	Explored in Year 6 sex education
R18.	how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)	Explored further through whole school events such as anti-bullying week
R19.	that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership	Explored through themes in religious education
R20.	that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others	
R21.	to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy	

CORE THEME 3

Living in the Wider World



This core theme focuses on:

1. Respect for self and others, and the importance of responsible behaviours and actions
2. Rights and responsibilities as members of families, other groups and ultimately as citizens
3. Different groups and communities
4. Respecting diversity and equality and how to be a productive member of a diverse community
5. The importance of respecting and protecting the environment
6. Where money comes from, keeping it safe and the importance of managing it effectively
7. The part that money plays in people's lives
8. A basic understanding of enterprise

KEY STAGE 1

Pupils should have the opportunity to learn:

L1.	how they can contribute to the life of the classroom and school	Classroom responsibilities School values – collective responsibility
L2.	to help construct, and agree to follow, group, class and school rules and to understand how these rules help them	All year groups. Beginning of the year Core Values Christian values
L3.	that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	
L4.	that they belong to different groups and communities such as family and school	School values Community projects
L5.	what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)	Sustainability curriculum
L6.	that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	
L7.	about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices	
L8.	ways in which they are all unique; understand that there has never been and will never be another 'them'	Explored further through collective worship
L9.	ways in which we are the same as all other people; what we have in common with everyone else	
L10.	about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency	Regular visitors – role models

KEY STAGE 2

Pupils should have the opportunity to learn:

L1.	to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	Sustainability curriculum Applied through English lessons
L2.	why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	British values Children set classroom rules and expectations at the beginning of each year
L3.	to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child	
L4.	that these universal rights are there to protect everyone and have primacy both over national law and family and community practices	
L5.	to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)	
L6.	to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk	Explored further through whole school events such as anti-bullying week
L7.	that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	Sustainability curriculum
L8.	to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	Ongoing pastoral education
L9.	what being part of a community means, and about the varied institutions that support communities locally and nationally	Community projects
L10.	to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	
L11.	to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	
L12.	to consider the lives of people living in other places, and people with different values and customs	
L13.	about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	
L14.	to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)	
L15.	that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world	

L16.	what is meant by enterprise and begin to develop enterprise skills	Yearly enterprise project – Christmas markets
L17.	to explore and critique how the media present information	Explored further through English
L18.	to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others	Internet safety day