



PSHE Progression of Skills

EYFS

Foundation 1 Topics

Me and my family
Celebrations
Food
Growing
Adventures
Colours, colours everywhere

Foundation 2 Topics

Me and my family
Celebrations
What's the weather?
Growing/farm
Adventures
Colours, colours everywhere

Communication and language

Listening, attention and understanding ELG:

Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; make comments about what they have heard and ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG:

Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, social and emotional development

Self-Regulation ELG

Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG

Children work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.

Understanding the world

Past and Present ELG

Children talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities ELG

Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

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Year 1 PSHE Skills Progression				
Key Question	Topic PoS references	Key Learning Outcomes <i>Pupils should know...</i>	Statutory Learning Outcomes Relationships Education	Statutory Learning Outcomes Health Education
<p>Autumn 1 What is the same and different about us?</p>	<p>Relationships Ourselves and others; similarities and differences; individuality; our bodies</p> <p>H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R23. to recognise the ways in which they are the same and different to others L6. to recognise the ways they are the same as, and different to, other people L14. that everyone has different strengths</p>	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	<p><i>That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</i>H22</p> <p><i>The importance of self-respect and how this links to their own happiness</i> H21, H23</p> <p><i>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</i> H22</p> <p><i>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</i> R13</p> <p><i>That each body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</i> R13</p> <p><i>The importance of respecting others, even when they are very different from them (for example physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</i> L6</p>	<p><i>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i> H25</p>
<p>Autumn 2 Who is special to us?</p>	<p>Relationships Ourselves and others; people who care for us; groups we belong to; families</p>	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs 	<p><i>That families are important for children growing up because they can give love, security and stability</i> R2</p>	

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	<p>L4. about the different groups they belong to R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<ul style="list-style-type: none"> • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<p><i>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each others' lives. R1, R4</i></p> <p><i>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.R3</i></p> <ul style="list-style-type: none"> • <i>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. R3 R1</i> • <i>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong .R4 R3, R5</i> • <i>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. R5</i> 	
<p>Spring 1 What helps us stay healthy?</p>	<p>Health and wellbeing Being healthy; hygiene; medicines; people who help us with health</p> <p>H1. about what keeping healthy means; different ways to keep healthy H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p>	<p>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</p> <ul style="list-style-type: none"> • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 		<ul style="list-style-type: none"> • <i>that mental wellbeing is a normal part of daily life, in the same way as physical health. H1</i> • <i>the characteristics and mental and physical benefits of an active lifestyle. H1</i> • <i>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. H7</i>

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	<p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <ul style="list-style-type: none"> • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 		<ul style="list-style-type: none"> • <i>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. H7</i> • <i>the facts and science relating to allergies, immunisation and vaccination. H6</i> • <i>concepts of basic first-aid, for example dealing with common injuries, including head injuries. H37</i>
<p>Spring 2 What can we do with money?</p>	<p>Living in the wider world Money; making choices; needs and wants</p> <p>L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this</p>	<p>what money is - that money comes in different forms</p> <ul style="list-style-type: none"> • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 		
<p>Summer 1 Who helps to keep us safe?</p>	<p>Health and wellbeing Keeping safe; people who help us</p> <p>H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R15. how to respond safely to adults they don't know R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard L5. about the different roles and responsibilities people have in their community</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<ul style="list-style-type: none"> • <i>the importance of permission-seeking and giving in relationships with friends, peers and adults. R15</i> • <i>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. R20</i> • <i>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. R20</i> • <i>how to ask for advice or help for themselves or others, and to keep trying until they are heard. R20</i> • <i>how to report concerns or abuse, and the vocabulary and confidence needed to do so. R20</i> • <i>where to get advice e.g. family, school and/or other sources. R20</i> 	<ul style="list-style-type: none"> • <i>how to make a clear and efficient call to emergency services if necessary. H35 H36</i>

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<p>Summer 2 How can we look after each other and the world?</p>	<p>Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing</p> <p>H26. about growing and changing from young to old and how people’s needs change H27. about preparing to move to a new class/year group R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment</p>	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people’s needs change as they grow from young to old • how to manage change when moving to a new class/year group 	<ul style="list-style-type: none"> • <i>the conventions of courtesy and manners. R22</i> • <i>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. R22</i> 	<ul style="list-style-type: none"> • <i>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. H27</i> • <i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. H26</i>
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Year 2 PSHE Skills Progression				
Key Question	Topic PoS references	Key Learning Outcomes <i>Pupils should know...</i>	Statutory Learning Outcomes Relationships Education	Statutory Learning Outcomes Health Education
<p>Autumn 1 What makes a good friend?</p>	<p>Relationships Friendship; feeling lonely; managing arguments</p> <p>R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R25. how to talk about and share their opinions on things that matter to them</p>	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	<ul style="list-style-type: none"> • <i>how important friendships are in making us feel happy and secure, and how people choose and make friends. R6</i> • <i>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. R6</i> • <i>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. R7</i> • <i>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. R8</i> • <i>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. R9</i> • <i>practical steps they can take in a range of different contexts to improve or support respectful relationships. R6 R8</i> 	<ul style="list-style-type: none"> • <i>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. R7</i>
<p>Autumn 2 What is bullying?</p>	<p>Relationships Behaviour; bullying; words and actions; respect for others</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p>	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe 	<ul style="list-style-type: none"> • <i>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. R10 R11 R12</i> 	<ul style="list-style-type: none"> • <i>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. R12</i>

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	<p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<ul style="list-style-type: none"> • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<ul style="list-style-type: none"> • <i>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</i>R12 	
<p>Spring 1 What jobs do people do?</p>	<p>Living in the wider world People and jobs; money; role of the internet</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 		<ul style="list-style-type: none"> • <i>that for most people the internet is an integral part of life and has many benefits.</i> L7 L8

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<p>Spring 2 What helps us to stay safe?</p>	<p>Health and wellbeing Keeping safe; recognising risk; rules</p> <p>H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R14. sometimes people may behave differently online, including by pretending to be someone they are not R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard L1. about what rules are, why they are needed, and why different rules are needed for different situations L9. that not all information seen online is true</p>	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<ul style="list-style-type: none"> • <i>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. R18</i> • <i>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. R19</i> • <i>how to recognise and report feelings of being unsafe or feeling bad about any adult. R20</i> • <i>how to ask for advice or help for themselves or others, and to keep trying until they are heard. R20</i> • <i>how to report concerns or abuse, and the vocabulary and confidence needed to do so. R20</i> • <i>where to get advice e.g. family, school and/or other sources. R20</i> 	<ul style="list-style-type: none"> • <i>why social media, some computer games and online gaming, for example, are age restricted. H28</i> • <i>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. H34</i> • <i>where and how to report concerns and get support with issues online. H34</i>
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<p>Summer 1 What can help us grow and stay healthy?</p>	<p>Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9</p> <p>H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 		<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health.H1 • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing H9. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. H3 • the risks associated with an inactive lifestyle (including obesity). H3 • what constitutes a healthy diet (including understanding calories and other nutritional content).H2 • the principles of planning and preparing a range of healthy meals.H3 • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). H3 • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. H6
<p>Summer 2 How do we recognise our feelings?</p>	<p>Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up</p> <p>H11. to recognise illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’ H12. how to maintain a healthy diet, especially on a budget H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their 		

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	<p>H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it</p> <p>H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</p> <p>H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements</p> <p>H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime</p>	<p>behaviour</p> <ul style="list-style-type: none"> • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 		
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Year 3 PSHE skills progression

Key Question	Topic PoS references	Key Learning Outcomes <i>Pupils should know...</i>	Statutory Learning Outcomes Relationships Education	Statutory Learning Outcomes Health Education
<p>Autumn 1 How can we be a good friend?</p>	<p>Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p><i>how important friendships are in making us feel happy and secure, and how people choose and make friends.</i></p> <p>R10</p> <ul style="list-style-type: none"> • <i>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i> <p>R11</p> <ul style="list-style-type: none"> • <i>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</i> <p>R13</p> <ul style="list-style-type: none"> • <i>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</i> <p>R18</p>	<ul style="list-style-type: none"> • <i>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</i> <p>R11</p> <ul style="list-style-type: none"> • <i>what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</i> <p>R10</p> <ul style="list-style-type: none"> • <i>why marriage is an important relationship choice for many couples and why it must be freely entered into.</i> <p>R13</p> <ul style="list-style-type: none"> • <i>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</i> <p>R13</p>

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	<p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>			<ul style="list-style-type: none"> • <i>how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. R17</i> • <i>what to do and where to get support to report material or manage issues online. R14 R17</i> • <i>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. R18</i> • <i>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). R18</i>
<p>Autumn 2 What keeps us safe?</p>	<p>Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p>	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that 	<ul style="list-style-type: none"> • <i>the importance of permission-seeking and giving in relationships with friends, peers and adults. R26</i> • <i>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. R25</i> • <i>how to recognise and report feelings of being unsafe or feeling bad about any adult. R29</i> • <i>how to ask for advice or help for themselves or others, and to keep trying until they are heard. R29</i> • <i>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i> 	<ul style="list-style-type: none"> • <i>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. H9</i> • <i>the facts and science relating to allergies, immunisation and vaccination. H10</i> • <i>the facts about the full range of contraceptive choices, efficacy and options available. H26</i> • <i>that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. H26</i>

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	<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 R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries² H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>makes them feel unsafe or uncomfortable (including online) <ul style="list-style-type: none"> • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services </p>	<p>R29 <ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources. R29 • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. R28 </p>	<ul style="list-style-type: none"> • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. H26 • the facts around pregnancy including miscarriage. H30 • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. R26 • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. R28 R29
<p>Spring 1 What are families like?</p>	<p>Relationships Families; family life; caring for each other</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster</p>	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays 	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. R6 • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. R8 • that others’ families, either in school or in the wider world, sometimes look 	

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	<p>parents); 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; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<ul style="list-style-type: none"> • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p><i>different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. R7</i></p> <ul style="list-style-type: none"> • <i>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. R6 R7</i> • <i>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. R9</i> 	
<p>Spring 2 What makes a community?</p>	<p>Living in the wider world Community; belonging to groups; similarities and differences; respect for others</p> <p>R32. 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> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	<ul style="list-style-type: none"> • <i>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. R32</i> • <i>practical steps they can take in a range of different contexts to improve or support respectful relationships. R32</i> • <i>the conventions of courtesy and manners. R33</i> • <i>what a stereotype is, and how stereotypes can be unfair, negative or destructive. L7 L8</i> • <i>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. L6</i> 	
<p>Summer 1 Why should we eat well and</p>	<p>Health and wellbeing Being healthy: eating well, dental care</p>	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods 		<ul style="list-style-type: none"> • <i>the risks associated with an inactive lifestyle (including obesity). H4 H7</i>

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<p>look after our teeth?</p>	<p>H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; 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) H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<ul style="list-style-type: none"> • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 		<ul style="list-style-type: none"> • <i>what constitutes a healthy diet (including understanding calories and other nutritional content).</i> H1 H6 • <i>the principles of planning and preparing a range of healthy meals.</i> H6 • <i>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</i> H2 H3 H6 • <i>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</i> H5
<p>Summer 2 Why should we keep active and sleep well?</p>	<p>Health and wellbeing Being healthy: keeping active, taking rest</p> <p>H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 		<ul style="list-style-type: none"> • <i>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</i> H2 H3 • <i>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</i> H8 • <i>the risks associated with an inactive lifestyle (including obesity).</i> H4 H7 • <i>what constitutes a healthy diet (including understanding calories and other nutritional content).</i> H1

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Year 4 PSHE skills progression				
Key Question	Topic PoS references	Key Learning Outcomes <i>Pupils should know...</i>	Statutory Learning Outcomes Relationships Education	Statutory Learning Outcomes Health Education
<p>Autumn 1 What strengths, skills and interests do we have ?</p>	<p>Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p>H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>how to recognise personal qualities and individuality</p> <ul style="list-style-type: none"> to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking 		
<p>Autumn 2 How do we treat each other with respect?</p>	<p>Relationships Respect for self and others; courteous behaviour; safety; human rights</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. 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); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R27. 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 R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves;</p>	<p>how people's behaviour affects themselves and others, including online</p> <ul style="list-style-type: none"> how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* the rights that children have and why it is important to protect these* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and 	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. R19 R20 what a stereotype is, and how stereotypes can be unfair, negative or destructive. R21 the importance of permission-seeking and giving in relationships with friends, peers and adults. R22 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R22 the importance of permission-seeking and giving in relationships with friends, peers and adults. R22 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. R25 	

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	<p>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; strategies to improve or support courteous, respectful relationships</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>		<ul style="list-style-type: none"> • <i>how to recognise and report feelings of being unsafe or feeling bad about any adult. R29</i> • <i>how to ask for advice or help for themselves or others, and to keep trying until they are heard. R29</i> • <i>how to report concerns or abuse, and the vocabulary and confidence needed to do so. R29</i> • <i>where to get advice e.g. family, school and/or other sources. R29</i> • <i>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. R30 R31</i> • <i>the importance of self-respect and how this links to their own happiness. R31</i> • <i>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. R31</i> 	
<p>Spring 1 How can we manage our feelings?</p>	<p>Health and wellbeing Feelings and emotions; expression of feelings; behaviour</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings ways of expressing and managing grief and bereavement</p>	<p>how everyday things can affect feelings</p> <ul style="list-style-type: none"> • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 		<ul style="list-style-type: none"> • <i>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. H17</i> • <i>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. H19</i>

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<p>Spring 2 How will we grow and change?</p>	<p>Health and wellbeing Growing and changing; puberty</p> <p>H31. 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. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 		<ul style="list-style-type: none"> • <i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. H31 H32 H34</i> • <i>about menstrual wellbeing including the key facts about the menstrual cycle. H31</i>
<p>Summer 1 How can our choices make a difference to others and the environment?</p>	<p>Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34</p> <p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>how people have a shared responsibility to help protect the world around them</p> <ul style="list-style-type: none"> • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	<ul style="list-style-type: none"> • <i>practical steps they can take in a range of different contexts to improve or support respectful relationships. R34</i> 	
<p>Summer 2 How can we manage risk in different places?</p>	<p>Health and wellbeing Keeping safe; out and about; recognising and managing risk</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers’ behaviour and by 	<ul style="list-style-type: none"> • <i>that people sometimes behave differently online, including by pretending to be someone they are not. R23</i> • <i>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. R24</i> 	<ul style="list-style-type: none"> • <i>why social media, some computer games and online gaming, for example, are age restricted. H37</i> • <i>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. H37</i> • <i>where and how to report concerns and get support with issues online. H42</i>

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	<p>reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <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. 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> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>a desire for peer approval; how to manage this influence</p> <ul style="list-style-type: none"> • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	<ul style="list-style-type: none"> • <i>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. R24</i> • <i>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. R24</i> • <i>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. R24</i> 	
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Year 5 PSHE skills progression				
Key Question	Topic PoS references	Key Learning Outcomes <i>Pupils should know...</i>	Statutory Learning Outcomes Relationships Education	Statutory Learning Outcomes Health Education
<p>Autumn 1 What makes up our identity?</p>	<p>Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 	<ul style="list-style-type: none"> • <i>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. R32</i> • <i>what a stereotype is, and how stereotypes can be unfair, negative or destructive. L9</i> 	
<p>Autumn 2 What decisions can people make with money?</p>	<p>Living in the wider world Money; making decisions; spending and saving</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs</p>	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost 	<ul style="list-style-type: none"> • <i>practical steps they can take in a range of different contexts to improve or support respectful relationships. R34</i> 	

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	<p>and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>or stolen) and how money can affect people's feelings and emotions</p>		
<p>Spring 1 How can we help in an accident or emergency?</p>	<p>Health and wellbeing Basic first aid, accidents, dealing with emergencies</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 		<ul style="list-style-type: none"> • <i>concepts of basic first-aid, for example dealing with common injuries, including head injuries. H43</i> • <i>how to make a clear and efficient call to emergency services if necessary. H44</i>
<p>Spring 2 How can friends communicate safely?</p>	<p>Relationships Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p>	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable 	<ul style="list-style-type: none"> • <i>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. R1</i> • <i>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. R18</i> • <i>how to recognise and report feelings of being unsafe or feeling bad about any adult. R29</i> • <i>how to ask for advice or help for themselves or others, and to keep trying until they are heard. R29</i> • <i>how to report concerns or abuse, and the vocabulary and confidence needed to do so. R29</i> 	<ul style="list-style-type: none"> • <i>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. L11</i> • <i>that for most people the internet is an integral part of life and has many benefits. L11</i> • <i>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. L11 L15</i>

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	<p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<ul style="list-style-type: none"> • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<ul style="list-style-type: none"> • <i>where to get advice e.g. family, school and/or other sources. R29</i> • <i>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. R24</i> • <i>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. R24</i> • <i>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. R24 R29</i> • <i>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. R24</i> • <i>the importance of permission-seeking and giving in relationships with friends, peers and adults. R26</i> 	
<p>Summer 1 How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing Drugs, alcohol and tobacco; healthy habits</p> <p>H1. how to make informed decisions about health H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H46. 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; recognise that drug use can become a habit which can be difficult to break 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 H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p>	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is 		<ul style="list-style-type: none"> • <i>the risks associated with an inactive lifestyle (including obesity). H4</i> • <i>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). H3</i> • <i>what constitutes a healthy diet (including understanding calories and other nutritional content). H1</i> • <i>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. H46 H47 H48</i>

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	<p>H50. 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>	<p>difficult to break</p> <ul style="list-style-type: none"> • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 		
<p>Summer 2 What jobs would we like?</p>	<p>Living in the wider world Careers; aspirations; role models; the future</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. 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)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 		

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Year 6 PSHE skills progression				
Key Question	Topic PoS references	Key Learning Outcomes <i>Pupils should know...</i>	Statutory Learning Outcomes Relationships Education	Statutory Learning Outcomes Health Education
<p>Autumn 1 & 2 How can we keep healthy as we grow?</p>	<p>Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; 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) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can 	<ul style="list-style-type: none"> • <i>how important friendships are in making us feel happy and secure, and how people choose and make friends.</i> R10 	<ul style="list-style-type: none"> • <i>the characteristics and mental and physical benefits of an active lifestyle.</i> H7 • <i>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</i> H7 • <i>the risks associated with an inactive lifestyle (including obesity).</i> H4 H7 • <i>what constitutes a healthy diet (including understanding calories and other nutritional content).</i> H1 H6 • <i>the principles of planning and preparing a range of healthy meals.</i> H6 • <i>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</i> H2 H3 H6 • <i>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</i> H5 • <i>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</i> H8 • <i>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</i> H11 • <i>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</i> H12 • <i>how and when to seek support including which adults to speak to in</i>

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	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. 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; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H46. 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; recognise that drug use can become a habit which can be difficult to break</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>	<p>build up if they are not recognised, managed, or if help is not sought early on</p> <ul style="list-style-type: none"> • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹ 		<p><i>school if they are worried about their health. H14</i></p> <ul style="list-style-type: none"> • <i>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. H13</i> • <i>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. H16</i> • <i>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. H16</i> • <i>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. H21</i> • <i>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). H21</i> • <i>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. H22</i>
<p>Spring 1 & 2 How can the media influence people?</p>	<p>Living the wider world Media literacy and digital resilience; influences and decision-making; online safety</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of 	<ul style="list-style-type: none"> • <i>practical steps they can take in a range of different contexts to improve or support respectful relationships. R34</i> • <i>how information and data is shared and used online. L13 L14</i> 	<ul style="list-style-type: none"> • <i>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. L12 L13 L14 L16</i> • <i>how to consider the effect of their online actions on others and know</i>

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	<p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>	<p>images</p> <ul style="list-style-type: none"> • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people’s decisions, taking into consideration different viewpoints 		<p><i>how to recognise and display respectful behaviour online and the importance of keeping personal information private. L11 L15</i></p> <ul style="list-style-type: none"> • <i>that for most people the internet is an integral part of life and has many benefits. L11</i> • <i>why social media, some computer games and online gaming, for example, are age restricted. L23</i>
<p>Summer 1 & 2 What will change as we become more independent?</p>	<p>Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be 	<ul style="list-style-type: none"> • <i>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. R16</i> 	<ul style="list-style-type: none"> • <i>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. H24</i> • <i>about menstrual wellbeing including the key facts about the menstrual cycle. H30</i>

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	<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H30. to identify the external genitalia and internal reproductive organs in male and females and how the process of puberty relates to human reproduction</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R2. that people may be attracted to someone emotionally, romantically an sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. 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. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p>	<p>of any gender, ethnicity or faith; the way couples care for one another</p> <ul style="list-style-type: none"> • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	<ul style="list-style-type: none"> • <i>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</i> <p>R4</p> <ul style="list-style-type: none"> • <i>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</i> <p>R3 R5</p> <ul style="list-style-type: none"> • <i>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</i> <p>R6</p> <ul style="list-style-type: none"> • <i>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</i> <p>R6</p> <ul style="list-style-type: none"> • <i>that families are important for children growing up because they can give love, security and stability.</i> <p>R2</p>	<ul style="list-style-type: none"> • <i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i> <p>H34</p>
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Key Stage 3

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.

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<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.