

# Holy Cross PSHE Curriculum Overview

	Relationships			Living in the wider world			Health and Wellbeing		
	Families and Friendships (No Outsiders and Life To The Full))	Safe relationships	Respecting ourselves and others (No Outsiders and Live To The Full)	Belonging to a Community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and Changing (Journey In Love)	Keeping safe
Nursery	Development Matters - Find ways of managing transition	Development Matters - Feel strong enough to express a range of emotions.	Development Matters - Express their feelings and consider the feelings of others.	Development Matters - Develop their sense of responsibility and membership of a community.	Development Matters - Increasingly follow rules, understanding why they are important.	Development Matters - Show interest in different occupations.	Development Matters - Make healthy choices about food, drink, activity and tooth brushing.	Development Matters - Grow in independence, rejecting help ("me do it").	Development Matters - Develop appropriate ways of being assertive.
Reception	Development Matters - Name and describe people who are familiar to them.	Development Matters - Build constructive and respectful relationships.	Development Matters - See themselves as a valuable individual.	Development Matters - Talk about members of their immediate family and community.	Development Matters - Show resilience and perseverance in the face of challenge.	Development Matters - Recognise some environments that are different to the one in which they live.	Development Matters - Manage their own needs. <b>Early Learning Goals</b> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Development Matters - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. <b>Early learning Goals</b> - Be confident to try new activities and show independence and resilience and perseverance in the face of challenge.	Development Matters - Develop appropriate ways of being assertive. <b>Early Learning Goals</b> - Explain the reasons for rules, know right from wrong and try to behave accordingly.



# Nursery – CURRICULUM OVERVIEW

	Topic	In this core theme, students learn...	Lesson overviews/Teacher notes / resources
Relationships	<b>Families and friendships</b> Find ways of managing transition PoS Refs: Development Matters - Personal, Social and Emotional Development Understanding the World	<ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>Develop friendships with other children.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> <li>Begin to make sense of their own life-story and family's history.</li> </ul>	See EYFS PSHE Curriculum Map
	<b>Safe relationships</b> Feel strong enough to express a range of emotions. PoS Refs: Development Matters - Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>	
	<b>Respecting ourselves and others</b> Begin to understand how others might be feeling. PoS Refs: Development Matters - Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>Talk with others to solve conflicts.</li> </ul>	

<p><b>Belonging to a community</b></p> <p>Develop their sense of responsibility and membership of a community.</p> <p>PoS Refs: Development Matters - Personal, Social and Emotional Development</p> <p>Understanding the World</p>	<ul style="list-style-type: none"> <li>Engage with others through gestures, gaze and talk.</li> <li>Make connections between the features of their family and other families.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Plant seeds and care for growing plants</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	
<p><b>Media literacy and Digital resilience</b></p> <p>Using the internet and digital devices; communicating online - Develop appropriate ways of being assertive.</p> <p>PoS Refs: Development Matters - Personal, Social and Emotional Development</p> <p>Understanding the World</p>	<ul style="list-style-type: none"> <li>Explore how things work.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Increasingly follow rules, understanding why they are important</li> </ul>	
<p><b>Money and Work</b></p> <p>Show interest in different occupations.</p> <p>PoS Refs: Development Matters - Understanding the World</p>	<ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Begin to understand how others might be feeling.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> </ul>	

<p><b>Physical health and Mental wellbeing</b>                  Make healthy choices about food, drink, activity and tooth brushing.                  PoS Refs: Development Matters -                  Pysical Development                  Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> <li>• Enjoy moving when outdoors and inside.</li> <li>• Try a wider range of foods with different tastes and textures.</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>• Learn to use the toilet with help, and then independently.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Establish their sense of self.</li> <li>• Thrive as they develop self-assurance.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> </ul>	
<p><b>Growing and changing</b>                  Grow in independence, rejecting help (“me do it”).                  PoS Refs: Development Matters -                  Personal, Social and Emotional Development                  Understanding the World</p>	<ul style="list-style-type: none"> <li>• Notice differences between people.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>• Establish their sense of self.</li> <li>• Thrive as they develop self-assurance.</li> </ul>	
<p><b>Keeping safe</b>                  Develop appropriate ways of being assertive.                  PoS Refs: Development Matters -                  Peronal, Social and Emotional Development</p>	<ul style="list-style-type: none"> <li>• Feel strong enough to express a range of emotions.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important</li> </ul>	

# Reception – CURRICULUM OVERVIEW

	Topic	In this core theme, students learn...	Lesson overviews/Teacher notes / resources
Relationships	<p><b>Families and friendships</b></p> <p>Name and describe people who are familiar to them.</p> <p>PoS Refs: Development Matters - Personal, Social and Emotional Development</p> <p>Understanding the World</p>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Build constructive and respectful relationships.</li> </ul>	See EYFS PSHE Curriculum Map
	<p><b>Safe relationships</b></p> <p>Build constructive and respectful relationships.</p> <p>PoS Refs: Development Matters - Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>	
	<p><b>Respecting ourselves and others</b></p> <p>See themselves as a valuable individual.</p> <p>PoS Refs: Development Matters - Personal, Social and Emotional Development</p> <p>Understanding the World</p>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Think about the perspectives of others.</li> </ul>	

Living in the wider world	<p><b>Belonging to a community</b></p> <p>Talk about members of their immediate family and community.</p> <p>PoS Refs: Development Matters - Personal, Social and Emotional Development</p> <p>Understanding the World</p>	<ul style="list-style-type: none"> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>Using the internet and digital devices; communicating online - Show resilience and perseverance in the face of challenge.</p> <p>PoS Refs: Development Matters - Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>	
	<p><b>Money and Work</b></p> <p>Recognise some environments that are different to the one in which they live.</p> <p>PoS Refs: Development Matters - Personal, Social and Emotional Development</p> <p>Understanding the World</p>	<ul style="list-style-type: none"> <li>Manage their own needs.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	

Health and Well-being	<p><b>Physical health and Mental wellbeing</b></p> <p>DM - Manage their own needs.</p> <p>ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>PoS Refs: Development Matters and Early Learning Goals -</p> <p>Physical Development</p> <p>Personal, Social and Emotional Development</p> <p>Understanding the World</p>	<p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</li> <li>• Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	
	<p><b>Growing and changing</b></p> <p><b>DM</b> - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p><b>ELG</b> - Be confident to try new activities and show independence and resilience and perseverance in the face of challenge.</p> <p>PoS Refs: Development Matters and how Early Learning Goals -</p> <p>Personal, Social and Emotional Development</p> <p>Physical Development</p>	<p><b>Development Matters -</b></p> <ul style="list-style-type: none"> <li>• Manage their own needs.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</li> <li>• Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene.</li> </ul> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	

**Keeping safe**

DM - Develop appropriate ways of being assertive.

**ELG** - Explain the reasons for rules, know right from wrong and try to behave accordingly.

PoS Refs: Development Matters and Early Learning Goals -

Personal, Social and Emotional Development

**Development Matters**

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Show resilience and perseverance in the face of challenge.
- Manage their own needs.

**Early Learning Goals**

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Talk about the lives of the people around them and their roles in society.
- Form positive attachments to adults and friendships with peers.
-

# YEAR 1 – CURRICULUM OVERVIEW

	Topic	In this core theme, students learn...	Lesson overviews/Teacher notes / resources
Relationships	<b>Families and friendships</b> Roles of different people; families; feeling cared for  PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children’s lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone – and how to tel them – if they are worried about something in their family</li> </ul>	See KS1 PSHE Curriculum Map
	<b>Safe relationships</b> Recognising privacy; staying safe; seeking permission  PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> <li>about situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>about what it means to keep something private, including parts of the body that are private</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul>	
	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful  PoS Refs: R21, R22	<ul style="list-style-type: none"> <li>what kind and unkind behaviour mean in and out school</li> <li>how kind and unkind behaviour can make people feel</li> <li>about what respect means</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>	
	<b>Belonging to a community</b> What rules are; caring for others’ needs; looking after the environment  PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> <li>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>that different people have different needs</li> <li>how we care for people, animals and other living things in different ways</li> <li>how they can look after the environment, e.g. recycling</li> </ul>	

Living in the wider world	<p><b>Media literacy and Digital resilience</b></p> <p>Using the internet and digital devices; communicating online</p> <p>PoS Refs: L7, L8</p>	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>	
	<p><b>Money and Work</b></p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p>	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	
Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul>	
	<p><b>Growing and changing</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>	
	<p><b>Keeping safe</b></p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	

## YEAR 2 – CURRICULUM OVERVIEW

	Topic	In this core theme, students learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
Relationships	<b>Families and friendships</b> Making friends; feeling lonely and getting help  PoS Refs: R6, R7 R8, R9, R24	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	See KS1 PSHE Curriculum Map
	<b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour  PoS Refs: R11, R12, R14, R18, R19, R20	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	
	<b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions  PoS Refs: R23, R24, R25	<ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	
	<b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community  PoS Refs: L2, L4, L5, L6	<ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	

Living in the wider world	<p><b>Media literacy and Digital resilience</b></p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>	
	<p><b>Money and Work</b></p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>	
Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>	
	<p><b>Growing and changing</b></p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>	

**Keeping safe**

Safety in different environments; risk and safety at home; emergencies

PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27

- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- how to respond if there is an accident and someone is hurt
- about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

## YEAR 3 — CURRICULUM OVERVIEW

	Topic	In this core theme, students learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
Relationships	<b>Families and friendships</b> What makes a family; features of family life  PoS Refs: R1, R6, R7, R8, R9	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	See KS2 PSHE Curriculum Map
	<b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour  PoS Refs: R19, R22, R24, R30	<ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	
	<b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite  PoS Refs: R30, R31	<ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	

Living in the wider world	<p><b>Belonging to a community</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>• the reasons for rules and laws in wider society</li> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• what human rights are and how they protect people</li> <li>• to identify basic examples of human rights including the rights of children</li> <li>• about how they have rights and also responsibilities</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>	<ul style="list-style-type: none"> <li>• how the internet can be used positively for leisure, for school and for work</li> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	
	<p><b>Money and Work</b></p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	
Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> </ul>	

Health and wellbeing		<ul style="list-style-type: none"> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul>	
	<p><b>Growing and changing</b></p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	
	<p><b>Keeping safe</b></p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	

## YEAR 4 — CURRICULUM OVERVIEW

	Topic	In this core theme, students learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
Relationships	<b>Families and friendships</b> Positive friendships, including online  PoS Refs: R10, R11, R12, R13, R18	<ul style="list-style-type: none"> <li>about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>strategies to build positive friendships</li> <li>how to seek support with relationships if they feel lonely or excluded</li> <li>how to communicate respectfully with friends when using digital devices</li> <li>how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>what to do or whom to tell if they are worried about any contact online</li> </ul>	See KS2 PSHE Curriculum Map
	<b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online  PoS Refs: R20, R23, R27, R28	<ul style="list-style-type: none"> <li>to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>how to manage pressures associated with dares</li> <li>when it is right to keep or break a confidence or share a secret</li> <li>how to recognise risks online such as harmful content or contact</li> <li>how people may behave differently online including pretending to be someone they are not</li> <li>how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	
	<b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively  PoS Refs: R32, R33	<ul style="list-style-type: none"> <li>to recognise differences between people such as gender, race, faith</li> <li>to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>about the importance of respecting the differences and similarities between people</li> <li>a vocabulary to sensitively discuss difference and include everyone</li> </ul>	

Living in the wider world	<p><b>Belonging to a community</b></p> <p>What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>How data is shared and used</p> <p>PoS Refs: L13, L14</p>	<ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	
	<p><b>Money and Work</b></p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	
Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>	<ul style="list-style-type: none"> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	

Health and wellbeing	<p><b>Growing and changing</b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>	
	<p><b>Keeping safe</b></p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a 'drug'</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>	

YEAR 5 – CURRICULUM OVERVIEW

	Topic	In this core theme, students learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
Relationships	<p><b>Families and friendships</b> Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>	See KS2 PSHE Curriculum Map
	<p><b>Safe relationships</b> Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person’s mind and body when they are uncomfortable</li> <li>• that it is never someone’s fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	
	<p><b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>	

		<ul style="list-style-type: none"> <li>the impact of discrimination on individuals, groups and wider society</li> <li>ways to safely challenge discrimination</li> <li>how to report discrimination online</li> </ul>	
Living in the wider world	<p><b>Belonging to a community</b> Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> <li>about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>how to show compassion for the environment, animals and other living things</li> <li>about the way that money is spent and how it affects the environment</li> <li>to express their own opinions about their responsibility towards the environment</li> </ul>	
	<p><b>Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> <li>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>that some media and online content promote stereotypes</li> <li>how to assess which search results are more reliable than others</li> <li>to recognise unsafe or suspicious content online</li> <li>how devices store and share information</li> </ul>	
	<p><b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> <li>to identify jobs that they might like to do in the future</li> <li>about the role ambition can play in achieving a future career</li> <li>how or why someone might choose a certain career</li> <li>about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>the importance of diversity and inclusion to promote people's career opportunities</li> <li>about stereotyping in the workplace, its impact and how to challenge it</li> <li>that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	
	<p><b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<ul style="list-style-type: none"> <li>how sleep contributes to a healthy lifestyle</li> <li>healthy sleep strategies and how to maintain them</li> <li>about the benefits of being outdoors and in the sun for physical and mental health</li> <li>how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> </ul>	

Health and wellbeing	<p>PoS Refs: H8, H9, H10, H12</p>	<ul style="list-style-type: none"> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>	
	<p><b>Growing and changing</b>  Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	
	<p><b>Keeping safe</b>  Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> <li>• that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	

<sup>1</sup> Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information

YEAR 6 – CURRICULUM OVERVIEW

	Topic	In this core theme, students learn...	Lesson overviews/Teacher notes / resources  (See <a href="#">regularly-updated pdf. version</a> for latest Quality Assured resources)
Relationships	<p><b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p>See KS2 PSHE Curriculum Map</p>
	<p><b>Safe relationships</b> Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	
	<p><b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	

**Belonging to a community**  
Valuing diversity; challenging discrimination and stereotypes

PoS Refs: L8, L9, L10, R21

- what prejudice means
- to differentiate between prejudice and discrimination
- how to recognise acts of discrimination
- strategies to safely respond to and challenge discrimination
- how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- how stereotypes are perpetuated and how to challenge this

**Media literacy and Digital resilience**  
Evaluating media sources; sharing things online

PoS Refs: H37, L11, L13, L15, L16

- about the benefits of safe internet use e.g. learning, connecting and communicating
- how and why images online might be manipulated, altered, or faked
- how to recognise when images might have been altered
- why people choose to communicate through social media and some of the risks and challenges of doing so
- that social media sites have age restrictions and regulations for use
- the reasons why some media and online content is not appropriate for children
- how online content can be designed to manipulate people's emotions and encourage them to read or share things
- about sharing things online, including rules and laws relating to this
- how to recognise what is appropriate to share online
- how to report inappropriate online content or contact

**Money and Work**  
Influences and attitudes to money; money and financial risks

PoS Refs: L18, L22, L23, L24

- about the role that money plays in people's lives, attitudes towards it and what influences decisions about money
- about value for money and how to judge if something is value for money
- how companies encourage customers to buy things and why it is important to be a critical consumer
- how having or not having money can impact on a person's emotions, health and wellbeing
- about common risks associated with money, including debt, fraud and gambling
- how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- how to get help if they are concerned about gambling or other financial risks

**Physical health and Mental wellbeing**

What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

**Growing and changing**

Human reproduction and birth;

increasing independence; managing transitions

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school

Health and wellbeing	PoS Refs: H24, H33, H35, H36	<ul style="list-style-type: none"> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception<sup>2</sup></li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	
	<b>Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media  PoS Refs: H37, H42, H46, H47, H48, H49, H50	<ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	

<sup>2</sup> Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.