

PSHE OBJECTIVE COVERAGE 2024-25

Year group	Objectives covered in other areas of curriculum	When/How they are covered within the curriculum	Objectives to be covered as a separate lesson
R	<p><u>Health and Wellbeing</u></p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p><u>Relationships</u></p>	<p>H1 3b Sunshine and Sunflowers</p> <p>H7 1a Me and My Community</p> <p>H8 1a Me and My Community</p> <p>H9 1a Me and My Community</p> <p>H21 1a Me and My Community</p> <p>H22 1a Me and My Community</p> <p>H23 1a Me and My Community</p> <p>H26 3a Long Ago</p> <p>H27 3b Transition</p> <p>H33 1a Me and My Community</p> <p>H35 1a Me and My Community</p> <p>H36 1a Me and My Community</p>	

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	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><u>Living in the wider world</u></p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L16. different jobs that people they know or people who work in the community do</p>	<p>R1 1a Me and My Community</p> <p>R2 1a Me and My Community</p> <p>R3 1a Me and My Community</p> <p>R4 1a Me and My Community</p> <p>R5 1a Me and My Community/circle time</p> <p>L1 1a Circle time</p> <p>L2 1a Me and My Community</p> <p>L3 2a Big Wide World</p> <p>L5 1a Me and My Community</p> <p>L6 1a Me and My Community</p> <p>L16 1a Me and My Community/ Aspirations Week</p>	
1	<p><u>Health and Wellbeing</u></p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p>	<p>H2 2A Superheroes - DT Cooking and Nutrition - Superfoods</p> <p>H3 Daily Mile/PE</p>	<p>RNLI SOS Day/ Emergency Services Week/ Road Safety Week</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach,</p>

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<p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H34. basic rules to keep safe online, including what is meant by personal</p>	<p>H4 Guided Med/Yoga</p> <p>H5 Handwashing</p> <p>H10 PE</p> <p>H11 Circle Time</p> <p>H12 Circle Time</p> <p>H13 Circle Time</p> <p>H14 Guided Reading</p> <p>H15 Circle Time</p> <p>H16 English Oracy</p> <p>H17 Circle Time/Show & Tell</p> <p>H18 Breathing Exercises/Guided Meditation/Yoga</p> <p>H21 Show & Tell</p> <p>H22 Circle Time</p> <p>H23 Circle Time</p> <p>H24 Wellbeing Week</p> <p>H25 SRE Curriculum</p> <p>H26 Childhood 1B</p> <p>H27 Transition Weeks</p> <p>H28 Circle Time</p> <p>H29 Circle Time</p>	<p>shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>
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	<p>information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p><u>Relationships</u></p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <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>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p>H34 Computing - E-safety</p> <p>R1 Childhood 1B</p> <p>R2 Childhood 1B</p> <p>R3 Childhood 1B</p> <p>R4 Childhood 1B R5 Circle Time</p> <p>R6 Circle Time R7 Circle Time</p> <p>R8 Circle Time R9 Circle Time</p> <p>R10 Circle Time/ Computing - E-safety R11 Circle Time</p> <p>R12 Circle Time/ Anti-bullying week</p> <p>R13 SRE Curriculum</p>	
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	<p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to</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>R23. to recognise the ways in which they are the same and different to others</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> <p><u>Living in the wider world</u></p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>R14 Computing - E-safety</p> <p>R15 Circle Time/SRE</p> <p>R16 SRE Curriculum</p> <p>R18 SRE Curriculum</p> <p>R20 SRE Curriculum/Circle Time</p> <p>R21 Circle Time</p> <p>R22 British Values/Rights Respecting/Assemblies</p> <p>R23 Circle Time</p> <p>R24 School Values/Rights Respecting</p> <p>R25 British Values/Circle Time</p> <p>L1 KS Assemblies - Picture News/British Values</p> <p>L2 Paws, Claws and Whiskers 2B</p> <p>L3 Eco council</p>	
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	<p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</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>L9. that not all information seen online is true</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L14. that everyone has different strengths</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>	<p>L4 Assemblies/Circle Time</p> <p>L5 Aspirations Week</p> <p>L6 British Values/ Circle Time</p> <p>L7 Computing - E-safety</p> <p>L7 Computing - E-safety</p> <p>L9 Computing - E-safety</p> <p>L10 Maths - money 3B</p> <p>L12 Circle Time</p> <p>L14 Circle Time</p> <p>L15 Aspirations Week</p> <p>L16 Aspirations Week</p> <p>L17 Aspirations Week</p>	
2	<p><u>Health and Wellbeing</u></p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p>		<p>Circle Time</p> <p>H20. about change and loss (including death); to identify</p>

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<p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p>		<p>feelings associated with this; to recognise what helps people to feel better</p> <p>DATE curriculum</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>
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	<p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>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</p> <p><u>Relationships</u></p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <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>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</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>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>		
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	<p>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</p> <p><u>Living in the Wider World</u></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>L9. that not all information seen online is true</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>		<p>Maths money unit/Barclays money week 12th-16th June 2023</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L13. that money needs to be looked after; different ways of doing this</p>
3	<p><u>Health and Wellbeing</u></p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>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.</p>	<p>1a Scrumdiddlyumptious</p> <p>1a Scrumdiddlyumptious</p> <p>1a Scrumdiddlyumptious</p> <p>1a Scrumdiddlyumptious</p> <p>1a Scrumdiddlyumptious</p>	

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	<p>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</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</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>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> <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>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>H21. to recognise warning signs about mental health and wellbeing and how to</p>	<p>1a Scrumdiddlyumptious</p> <p>3a - Science- Light</p> <p>Computing - E-safety</p> <p>SRE - online safety</p> <p>Mental health and wellbeing week</p> <p>SRE curriculum</p> <p>SRE curriculum</p> <p>Mental health and wellbeing week</p>	
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	<p>seek support for themselves and others</p> <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 H36. strategies to manage transitions between classes and key stages H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming 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><u>Relationships</u></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 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 R19. about the impact of bullying, including offline and online, and the</p>	<p>SRE Curriculum</p> <p>SRE - online safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p>	<p>Circle time R13. the importance of seeking support if feeling lonely or excluded</p>
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	<p>consequences of hurtful behaviour</p> <p>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</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>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</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>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><u>Living in the Wider World</u></p> <p>L11. recognise ways in which the internet and social media can be used both</p>	<p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p>	
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	<p>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>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>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>SRE/E-safety</p> <p>1a Scrumdiddlyumptious</p>	
4	<p><u>Health and Wellbeing</u></p> <p>H1. how to make informed decisions about health</p> <p>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</p>	<p>H1. Burps, bottoms and bile 2A</p> <p>H7. Daily mile</p>	

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	<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>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)</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental</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>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</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)</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p>	<p>H9. Circle time</p> <p>H10 Burps, bottoms and bile 2A</p> <p>H11. Burps, bottoms and bile 2A</p> <p>H15. Mindfulness, Circle time</p> <p>H17. Mindfulness, Circle time</p> <p>H18. Mindfulness, Circle time</p> <p>H25. British values</p> <p>H27. British Values</p> <p>H29. Circle time, Growth mindset</p> <p>H31. SRE curriculum 3B</p> <p>H34. SRE curriculum 3B</p> <p>H36 Transition weeks</p> <p>H39 Circle time</p>	<p>Circle Time/Aspirations Week</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>
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	<p><u>Relationships</u></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>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><u>Living in the wider world</u></p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</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>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</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>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>	<p>R11. British Values, Circle time, school values, SRE curriculum</p> <p>R22. SRE curriculum 3A</p> <p>L1. British values, school values/rules</p> <p>L2. SRE curriculum, Rights Respecting Schools</p> <p>L3. Rights Respecting Schools</p> <p>L4. SRE curriculum, school values, British values</p> <p>L5. Blue Abyss 1A</p> <p>L6. British Values</p> <p>L7. British Values</p> <p>L8. British Values</p>	
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	<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>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'</p> <p>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>L20. to recognise that people make spending decisions based on priorities, needs 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>L9. British Values</p> <p>L10. British Values</p> <p>L17 - L22 Barclays Money Workshops</p>	
5	<p><u>Health and Wellbeing</u></p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>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</p> <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,</p>	<p>H1 Sow and grow 2B</p> <p>H2 Sow and grow 2B</p> <p>H3 SRE 1A</p> <p>H8 SRE 1A</p> <p>H15 SRE 1A</p> <p>H16 SRE 1A</p>	

PSHE OBJECTIVE COVERAGE 2024-25

	<p>hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <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</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)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</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>H36. strategies to manage transitions between classes and key stages</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with 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 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>H25 SRE 3A</p> <p>H26 SRE 3A</p> <p>H27 SRE 3A H30 SRE 2B</p> <p>H31 SRE 2B</p> <p>H32 SRE 2B</p> <p>H33 Science 1A</p> <p>H34 SRE 2B</p> <p>H36 Transition day/week/mixing classes for special event days H37 SRE 1A H38 SRE 1A H41 Safer Internet Day/SRE 1A H42 SRE 1A</p>	
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PSHE OBJECTIVE COVERAGE 2024-25

	<p><u>Relationships</u></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and 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>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster 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> <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>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>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</p>	<p>R1 SRE 3A</p> <p>R2 SRE 3A</p> <p>R6 SRE 3A</p> <p>R7 SRE 3A</p> <p>R8 SRE 3A</p> <p>R9 SRE 3A</p> <p>R10 SRE 3A</p> <p>R11 SRE 3A/Safer Internet Day</p> <p>R19 SRE 3B/Anti-bullying week</p> <p>R20 SRE 3B/Anti-bullying week</p>	<p>Circle Time</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>DATE Curriculum 1A, 2A</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>
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PSHE OBJECTIVE COVERAGE 2024-25

<p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</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><u>Living in the wider world</u></p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</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>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>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>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</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>R21 SRE 3B</p> <p>R22 SRE 3B</p> <p>R25 SRE 3A</p> <p>R29 SRE 1A</p> <p>L1 Greeks 3A</p> <p>L2 Greeks 3A</p> <p>L3 Rights Respecting</p> <p>L6 Pharaohs 2A Greeks 3A</p> <p>L7 Pharaohs 2A Greeks 3A</p> <p>L11 SRE 1A</p> <p>L12 SRE 1A</p> <p>L15 SRE 1A</p> <p>L25-L32 Aspirations Week</p>	
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PSHE OBJECTIVE COVERAGE 2024-25

	<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>		
6	<p><u>Health and Wellbeing</u></p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>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.</p> <p>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</p>	<p>H1-8 Bloodheart 3B</p>	

PSHE OBJECTIVE COVERAGE 2024-25

	<p>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</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>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <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>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <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</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)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</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>H10 Bloodheart 3B</p> <p>H13 Computing - E-safety</p> <p>H15 Wellbeing Week/Circle Time</p> <p>H16 Bloodheart 3B</p> <p>H25 SRE Curriculum</p> <p>H26 SRE Curriculum</p> <p>H30-35 SRE 3B</p>	
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PSHE OBJECTIVE COVERAGE 2024-25

	<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>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with 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>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</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>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> <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>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>H36 Transition week</p> <p>H37 Computing - E-safety</p> <p>H38 Computing/SRE</p> <p>H39 Safe Squad</p> <p>H40 Bloodheart 3B</p> <p>H41 Safe Squad</p> <p>H42 Computing - E-safety</p> <p>H43 Safe Squad</p> <p>H44 Safe Squad</p> <p>H45 Removed from curriculum</p> <p>H46-48 Bloodheart 3B/DATE curriculum</p>	
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PSHE OBJECTIVE COVERAGE 2024-25

	<p>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</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p><u>Relationships</u></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and 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>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster 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>R1-11 SRE Curriculum</p>	
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PSHE OBJECTIVE COVERAGE 2024-25

	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</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>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>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</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>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>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>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p><u>Living in the wider world</u></p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p>	<p>R12 Computing - E-safety</p> <p>R14 SRE Curriculum</p> <p>R15 SRE Curriculum</p> <p>R18 SRE/Computing E-safety</p> <p>R23 SRE/Computing E-safety</p> <p>R25 SRE Curriculum</p> <p>R26 SRE Curriculum</p> <p>L1 Magistrates visit 3B L11-16 Computing - E-safety</p>	
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PSHE OBJECTIVE COVERAGE 2024-25

	<p>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>		
	<p><u>Covered throughout Key Stage 2</u></p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; 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>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>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>Y3 - 6 British values assemblies, school values, oracy, RE curriculum</p>	
	<p><u>Objectives not currently covered in KS2</u></p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <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>		

PSHE OBJECTIVE COVERAGE 2024-25

	<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>L24. to identify the ways that money can impact on people's feelings and emotions</p>		
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