St Marys Roman Catholic Primary School
RSHE and PSHE Skills, Knowledge and Progression Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ash Class (Rec and Year 1) (Year B)	**EYFS: Personal, Social and Emotional Development** Starting with the child, we begin to build the foundations required for children to be able to express themselves, form positive relationships with their peers and adults, knowing what acceptable behaviour looks and sounds like. During the Autumn term, the children begin to learn more about themselves and others, knowing that we like and dislike different things and how we show sensitivity to the needs of other children, when their needs may differ to our own. As the children begin to settle, they may be encouraged to try new activities, where they will demonstrate perseverance and resilience, sometimes in the face of a challenge. Our children will be able to: -Show an understanding of their own feelings and those of others and begin to regulate their behaviours accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs.					
	Class Rules Colour Monster: Feelings Black History Month	Odd Sock Day Anti- Bullying Week Heads, Shoulders, Knees and Toes Keeping Healthy Looking after our body God Loves You Let the Children Come	Special People Treat Others Well… …and Say Sorry Growing Up What is the Internet? Playing Online Internet Safety Day Childrens Mental Health Week 1-7 Feb	Role Model Safe Inside and Out My Body, My Rules Feeling Poorly People who help us	Three In One Who is My Neighbour? Good and Bad Secrets Physical Contact Harmful Substances Can You Help Me? (Part 1) Can You Help Me? (Part 2)	God is Love Loving God, Loving Others Me, You, Us Money Doesn't Grow on Trees Transition The Communities We Live In Who Will I Be? National Drowning Prevention Week 12th-19th June
Key Concepts	Special, Unique, Same, Different Healthy Feelings	Special, Unique, Same, Different Healthy Feelings	Feelings Growing Up Safe Kind, Unkind Respect Families Roles/ responsibilities	Safe/ Unsafe Feelings Privacy Rules Healthy Jobs Roles/ responsibilities	Families Same, Different Kind, Unkind Respect Safe/ Unsafe Feelings Privacy Rules	Care Same, Different Responsibilities Transition Roles/ responsibilities Kind/ Unkind Respect Jobs/ Money
STAR	Respect- each other Aspire- to be healthy Safe- managing our feelings Safe- following rules	Respect- each other Aspire- to be healthy Safe- keeping our bodies healthy	Respect- each other Aspire- to be able to do things we can't do now. Safe- using the internet and managing our feelings	Safe- to follow rules, to know when to ask for help. Respect- each other Aspire to be healthy and to do different jobs Safe- respecting and following rules to keep each other safe.	Safe- to follow rules, to know when to ask for help. Safe- respecting and following rules to keep each other safe. Aspire-to be the best we can be for ourselves and others. Respect-Rules, to be respectful of each other and show kind behaviour and privacy.	Safe- to be kind to each other. Try- to take on different responsibilities. Try- to develop new strengths and interests. Aspire -to do different jobs in the future. Respect- To care for each other and living things. Respect- Listen to each other and play co-operatively.

Critical Knowledge	Recognise what makes them special and Unique How are we the same and different, including likes and dislikes Name our feelings and say how we feel Class Rules	Recognise what makes them special and Unique How are we the same and different, including likes and dislikes Name Body Parts Know that some parts are private Ways to keep healthy	What makes a good friendship. Recognise when they or someone else feels lonely and what to do. Name our feelings and say how we feel Who to speak to when we don't feel so good. Find ways to help us manage feelings Understand that feelings can make us behave in certain way. Kind and Unkind behaviour and how this affects others. Respect. Feelings and how to manage these. Strategies for solving arguments. Roles and Responsibilities. Growing up and how we change. Roles and Responsibilities. Using Internet and digital devices safely, basic rules and keeping safe The roles different people play in our lives. We can hurt by feelings and actions offline and online.	Keep safe in the sun. Safe using the internet and devices Safe in familiar and unfamiliar environments Who to talk to if we are worried. Keeping Healthy Keeping Safe with medicines People who help to keep us safe. People and living things have different needs. Different jobs	Kind and unkind behaviour, and how this can affect others. Different groups we belong to. Respect How we are the same and different? Living things have different needs Different roles and responsibilities people have in their community. Names of different feelings Respecting Privacy Importance of not keeping Adult's secrets. Resisting pressure to do something they don't want to do. Rules, why they are important and why different rules are needed for different situations. How to respond if physical contact makes them feel uncomfortable or unsafe. Who to ask for help and vocabulary to use when asking for help. Different ways to keep healthy. Medicine can help to keep people healthy. Keeping safe at home. Household products can be harmful. Who keeps us healthy and safe. How to get help in an emergency.	People and living things have different needs. Caring for living things Belonging to different groups. Different roles and responsibilities in our communities. How are we same and different? Where does money come from? Jobs help people to earn money. Money needs to be looked after. Different roles and responsibilities people have in their community. Kind and unkind behaviour Respect Listen to other people and play and work cooperatively. Looking after the environment. Strengths and interests someone might need to do different jobs.

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Elm Class (Year B)						
	Class Rules 5-point scale- Feelings Let the children Come Black History Month Kindness Challenge Week. (5th-9th Oct)	Odd Sock Day Anti- Bullying Week Pantosaurus (Privates are Private)	I am Unique Girls and Boys Clean and Healthy (My Body) Internet Safety Day Real Life Online Rules to Help us Childrens Mental Health Week 1-7 Feb	Feelings Likes and Dislikes Feelings Inside Out Super Susie Gets Angry	The Cycle of Life Beginnings and Endings Change is all around+ Classroom Shorts	Three in One Who is my Neighbour? The Communities We Live in Needs and Wants+ Classroom Shorts Transition National Drowning Prevention Week 12th-19th June
Key Concepts	Special, Unique, Same, Different Feelings	Special, Unique, Same, Different Safe/ unsafe Who to talk to.	Body parts Privacy Respect Rules Healthy Internet Safety	Feelings Strategies Kind/ Unkind	Transition Internet Safety Jobs	Kind/ Unkind Respect Same/ Different Responsibilities Jobs/ Money
STAR	Respect- each other Aspire- to be healthy	Safe- Keeping our privates private Respect- each other	Safe- Keeping our privates private, and safe using the internet.	Safe- managing our feelings Aspire- to understand how others	Safe- looking after each other and using the internet.	Safe- Looking after each other Try- to take on more

	Safe- managing our feelings Safe- following rules	Aspire-to be the best we can be for ourselves and for others.	Respect- for rules and each other. Aspire to be healthy.	might be feeling, so that we can help. Respect-our bodies, our feelings and each other.	Try- to be the best for ourselves and for others. Aspire- to develop new interests. Respect- each other	responsibilities. Aspire- to do different jobs in the future. Respect- that we are all different and this means we all make different choices.
Critical Knowledge	Recognise what makes them special and Unique How are we the same and different, including likes and dislikes Name our feelings and say how we feel Class Rules	Belonging to different groups. Respecting privacy.	What makes us special. Ways we are unique. Ways in which we are the same and different to others. Everyone has different strengths. Name the main parts of the body including external genitalia. Respecting privacy. Respect Rules are, why they are needed, and why different rules are needed for different situations. Different ways to keep healthy. Physical activity helps us to stay healthy. Sleep is important. Simple hygiene routines that can stop germs from spreading. Dental care. Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.	Recognise and name different feelings. Feelings can affect people's bodies and how they behave. Recognise what others might be feeling Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. Bodies and feelings can be hurt by words and actions How people may feel if they experience hurtful behaviour or bullying Recognise that not everyone feels the same at the same time, or feels the same about the same things. How to manage when finding things difficult. Simple strategies to resolve arguments between friends positively. Kind and Unkind behaviour.	Growing and changing from young to old and how people's needs change. Strengths and interests someone might need to do different job Preparing to move to a new class/year group. Bodies and feelings can be hurt by words and actions; that people can say hurtful things online. Sometimes people may behave differently online, including by pretending to be someone they are not. Internet and digital devices can be used safely to find things out and to communicate with others. The role of the internet in everyday life.	Kind and unkind behaviour, and how this can affect others. Different groups they belong to. Respect Ways we are the same and different. Living things have different needs and the responsibilities of caring for them. Different roles and responsibilities people have in their community. Roles that different people play in our lives. Recognise when they or someone else feels lonely and what to do. Listen to other people and play and work cooperatively. How to help look after their environment. Strengths and interests someone might need to do different jobs. Money- it comes in different forms and from different sources. People make different choices about how to save and spend money. Difference between needs and wants; that sometimes people may not always be able to have the things they want. Money needs to be looked after; different ways of doing this. Jobs help people to earn money to pay for things.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ash Class	**EYFS: Personal, Social and Emotional Development** Starting with the child, we begin to build the foundations required for children to be able to express themselves, form positive relationships with their peers and adults, knowing what acceptable behaviour looks					

and Elm (Year A) 2025-26	and sounds like. During the Autumn term, the children begin to learn more about themselves and others, knowing that we like and dislike different things and how we show sensitivity to the needs of other children, when their needs may differ to our own. As the children begin to settle, they may be encouraged to try new activities, where they will demonstrate perseverance and resilience, sometimes in the face of a challenge. Our children will be able to: -Show an understanding of their own feelings and those of others and begin to regulate their behaviours accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs.					
	Class Rules Colour Monster: Feelings Black History Month Kindness Challenge Week. (5th-9th Oct)	Odd Sock Day Anti- Bullying Week Heads, Shoulders, Knees and Toes Keeping Healthy Looking after our body God Loves You Let the Children Come	Special People Treat Others Well… …and Say Sorry Growing Up What is the Internet? Playing Online Internet Safety Day Childrens Mental Health Week 1-7 Feb	Role Model Safe Inside and Out My Body, My Rules Feeling Poorly People who help us	Three In One Who is My Neighbour? Good and Bad Secrets Physical Contact Harmful Substances Can You Help Me? (Part 1) Can You Help Me? (Part 2)	God is Love Loving God, Loving Others Me, You, Us Money Doesn't Grow on Trees Transition The Communities We Live In Who Will I Be? National Drowning Prevention Week 12th-19th June
Key Concepts	Special, Unique, Same, Different Healthy Feelings	Special, Unique, Same, Different Healthy Feelings	Feelings Growing Up Safe Kind, Unkind Respect Families Roles/ responsibilities	Safe/ Unsafe Feelings Privacy Rules Healthy Jobs Roles/ responsibilities	Families Same, Different Kind, Unkind Respect Safe/ Unsafe Feelings Privacy Rules	Care Same, Different Responsibilities Transition Roles/ responsibilities Kind/ Unkind Respect Jobs/ Money
STAR	Respect- each other Aspire- to be healthy Safe- managing our feelings Safe- following rules	Respect- each other Aspire- to be healthy Safe- keeping our bodies healthy	Respect- each other Aspire- to be able to do things we can't do now. Safe- using the internet and managing our feelings	Safe- to follow rules, to know when to ask for help. Respect- each other Aspire to be healthy and to do different jobs Safe- respecting and following rules to keep each other safe.	Safe- to follow rules, to know when to ask for help. Safe- respecting and following rules to keep each other safe. Aspire-to be the best we can be for ourselves and others. Respect-Rules, to be respectful of each other and show kind behaviour and privacy.	Safe- to be kind to each other. Try- to take on different responsibilities. Try- to develop new strengths and interests. Aspire -to do different jobs in the future. Respect- To care for each other and living things. Respect- Listen to each other and play co-operatively.
Critical Knowledge	Recognise what makes them special and Unique How are we the same and different, including likes and dislikes Name our feelings and say how we feel Class Rules	Recognise what makes them special and Unique How are we the same and different, including likes and dislikes Name Body Parts Know that some parts are private Ways to keep healthy	What makes a good friendship. Recognise when they or someone else feels lonely and what to do. Name our feelings and say how we feel Who to speak to when we don't feel so good.	Keep safe in the sun. Safe using the internet and devices Safe in familiar and unfamiliar environments Who to talk to if we are worried. Keeping Healthy Keeping Safe with medicines People who help to keep us safe.	Kind and unkind behaviour, and how this can affect others. Different groups we belong to. Respect How we are the same and different? Living things have different needs Different roles and responsibilities people have in their community.	People and living things have different needs. Caring for living things Belonging to different groups. Different roles and responsibilities in our communities. How are we same and different?

			Find ways to help us manage feelings Understand that feelings can make us behave in certain way. Kind and Unkind behaviour and how this affects others. Respect. Feelings and how to manage these. Strategies for solving arguments. Roles and Responsibilities. Growing up and how we change. Roles and Responsibilities. Using Internet and digital devices safely, basic rules and keeping safe The roles different people play in our lives. We can hurt by feelings and actions offline and online.	People and living things have different needs. Different jobs	Names of different feelings Respecting Privacy Importance of not keeping Adult's secrets. Resisting pressure to do something they don't want to do. Rules, why they are important and why different rules are needed for different situations. How to respond if physical contact makes them feel uncomfortable or unsafe. Who to ask for help and vocabulary to use when asking for help. Different ways to keep healthy. Medicine can help to keep people healthy. Keeping safe at home. Household products can be harmful. Who keeps us healthy and safe. How to get help in an emergency.	Where does money come from? Jobs help people to earn money. Money needs to be looked after. Different roles and responsibilities people have in their community. Kind and unkind behaviour Respect Listen to other people and play and work cooperatively. Looking after the environment. Strengths and interests someone might need to do different jobs.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rules 5-point scale- Feelings Black History Month Kindness Challenge Week. (5th-9th Oct)	Odd Sock Day Anti-Bullying Week Get Up! The Sacraments Jesus, My Friend	Internet Safety Day Friends, Family and Others… When Things Feel Bad Balancing Need Sharing Online Chatting Online + Classroom Shorts Childrens Mental Health Week 1-7 Feb	Safe In My Body + Classroom Shorts Recognising Risk Drugs, Alcohol and Tobacco First Aid Heroes Rights and Responsibilities + Classroom Shorts	A Community of Love What is the Church? How Do I Love Others? Working Together + Classroom Shorts	Transition National Drowning Prevention Week 12th-19th June
Key Concepts	Rules	Same, Different Kind, Unkind Feelings Respect Feelings Compassion Money	Same, Different Care Healthy Relationships Safe, Unsafe Self-Respect Respect Consent	Boundaries Consent Health Medicines Safe, Unsafe First Aid Rules and Laws	Self Respect Compassion Community Healthy Relationships Jobs/ Careers Money	Transition
STAR	Safe- following rules to keep each other safe Respect- our rules	Safe- Manage our feelings Respect- That money can impact our feelings.	Safe- to look after our minds and bodies. Try- to be a healthy individual Aspire- to have self-respect and be a good friend. Respect- decisions others make.	Safe- recognizing privacy and personal boundaries. Preventing accidents and what to do in an emergency. Respect- rules and laws and why we have them.	Safe- treat others as God treats us. Try- to develop skills which will help future careers. Aspire- to develop healthy relationships. Respect- challenging stereotypes.	
Critical Knowledge		Change and loss, including death, and how these can affect feelings. Different types of relationships Compassion Different attitudes to spending money and saving Money can impact feelings	Different types of relationships and family structures. Committed relationships. Positive healthy relationships support Wellbeing. Strategies to resolve disputes and reconcile differences positively and safely. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. Importance of self-respect. Respect wide range of people. Increasing Independence. Giving consent I different situations. Strategies to manage when	Privacy and Personal Boundaries Acceptable and Unacceptable Physical Contact Consent in different situations FGM is against British Law Good physical health Using medicines responsibly How to maintain good oral hygiene Medicines and Household products- reading instructions. First Aid, reducing hazards to prevent accidents and What to do in an emergency Rules and Laws and why we have them.	Self Respect Compassion Different groups in the Community. Shared responsibility for looking after the environment. Healthy Relationships Personal behaviour can affect other people Recognise positive things about themselves and their achievements Broad range of different jobs/careers that people can have. Challenging stereotypes in the workplace Skills which will support them in future careers. Jobs and Money	

			asked to do something which is unsafe. Personal information Recognise ways in which the internet and social media can be used both positively and negatively. Text and images in the media and on social media can be manipulated or invented.			

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rules 5-point scale- Feelings Black History Month Get Up! Kindness Challenge Week. (5th-9th Oct)	Odd Sock Day Anti-Bullying Week	Internet Safety Day We Don't Have to be the Same Respecting our Bodies What is Puberty? Changing Bodies Male/Female Discussion Groups (optional) Childrens Mental Health Week 1-7 Feb	What Am I Feeling? What Am I Looking At? I Am Thankful	Life Cycles A Time For Everything Big Changes, Little Changes + Classroom Shorts	Transition A Community of Love What is the Church? How Do I Love Others? Money Matters + Classroom Shorts National Drowning Prevention Week 12th-19th June
Key Concepts	Rules Feelings	Same, Different Kind, Unkind Feelings Respect	Same, Different Self Respect Healthy lifestyle	Mental Health Feelings Stereotypes Reliability of sources online Self Respect	Reproduction Jobs Transitions	Self Respect Compassion Community Healthy Relationships Jobs/ Careers Money Transition
STAR	Respect- our feelings as we manage change and loss	Safe- keeping each other safe Respect- that we are all special, unique and have similarities and differences.	Aspire- To have a healthy lifestyle and healthy outlook. Respect- that we have similarities and differences.	Safe- by taking care of our mental health. Try- to assess the reliability of the sources of information online. Aspire- to overcome setbacks and perceived failures. Respect- The importance of Self-Respect	Try- to develop strengths and interests which might be needed for a job in the future. Respect- Show respect when participating in conversations on reproduction.	Safe- to learn how to manage spending and recognize that this can have impact on our health. Aspire- to develop a positive attitude towards money, that is learning to save it as well as spend it wisely. Respect- to have self-respect and respect for others.
Critical Knowledge	Change and loss, including death, and how these can affect feelings.		Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) Importance of self-respect and how this can affect their thoughts and feelings. Respecting the differences and similarities Making informed decisions about health. Elements of a balanced, healthy lifestyle, including exercise, sleep, hygiene routines, good oral hygiene, diet, exposure to sun, strategies for managing time online. Feelings can change over time and range in intensity. Where to get advice. Responsibilities that increasing	The importance of taking care of mental health Strategies and behaviours that support mental health Varied vocabulary to use when talking about feelings Recognise that anyone can experience mental ill health, strategies for managing this, and knowing when to ask for help. How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. Recognise ways in which the internet and social media can be used both positively and negatively. Assess the reliability of sources of information online. Strategies for challenging stereotypes.	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 for. Strengths and interests someone might need to do different jobs. Problem-solving strategies for dealing with emotions Strategies to manage transitions between classes and key stages	Self Respect Compassion Different groups in the Community. Shared responsibility for looking after the environment. Healthy Relationships Personal behaviour can affect other people Different ways to pay for things Different attitudes towards saving and spending money; what influences people's decisions; Spending decisions can affect others and the environment Different ways to keep track of money Risks associated with money Risks involved in gambling and the impact that this can have on them.

			independence may bring Physical and emotional changes during Puberty.	How text and images in the media and on social media can be manipulated or invented Strategies for recognising and managing peer influence Strategies to respond to hurtful behaviour experienced or witnessed, offline and online. Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. The importance of self-respect		

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rules Black History Month 5-point scale- Feelings Calming the Storm Is God Calling You? Kindness Challenge Week. (5th-9th Oct)	Odd Sock Day Anti-Bullying Week	Internet Safety Day Under Pressure Do You Want A Piece of Cake? Self-Talk Sharing Isn't Always Caring Cyberbullying + Classroom Shorts Childrens Mental Health Week 1-7 Feb	Types of Abuse + Classroom Shorts Impacted Lifestyles + Classroom Shorts Making Good Choices Giving Assistance	The Holy Trinity Catholic Social Teaching Reaching Out The World of Work + Classroom Shorts	Transition National Drowning Prevention Week 12th-19th June
Key Concepts	Rules Feelings Transitions Respect Community	Same, Different Kind, Unkind Feelings Respect	Friendships Privacy Confidentiality Self-Respect Internet Rules and Regulations	Friendships Privacy Prejudice Healthy lifestyle Safe, Unsafe First Aid Rules	Respect Self Respect Same/ Different Rules Community Jobs/ Careers Stereotypes Careers	Transition
STAR	Safe- By managing emotions, challenges and change, we keep ourselves safe. Aspire- to manage transitions. Respect- to show care and concern for others and living things	Safe- keeping each other safe Respect- that we are all special, unique and have similarities and differences.	Safe- strategies and behaviours that support mental health Try- try to manage setbacks/perceived failures, including how to re-frame unhelpful thinking Aspire- to aspire to develop personal strengths, skills, achievements and interests. Respect-	Safe- strategies to respond to unwanted physical contact. seeking and giving permission (consent) in different situations. Try- to exercise regularly so that we benefit mentally and physically. Respect- Understanding prejudice- recognise behaviours/actions which discriminate against others.	Safe- recognize that personal behaviour can affect others. Try- to take on responsibilities for protecting the environment in school and at home. Aspire- To consider what job they might want to do in the future. Respect- Respecting the differences and similarities between people	Try- to manage feelings as we transition between years.

Critical Knowledge	Strategies for dealing with emotions, challenges and change. Physical and emotional changes that happen when approaching and during puberty. Opportunities and responsibilities that increasing independence may bring. Strategies to manage transitions To recognise their individuality and personal qualities. To recognise and model respectful behaviour online. To show care and concern for others and living things. To value the different contributions that people and groups make to the community		How to manage and respond to feelings appropriately and proportionately in different situations. To identify personal strengths, skills, achievements and interests. To predict, assess and manage risk in different situations. To recognise and manage peer influence and a desire for peer approval in friendships; Strategies to resolve disputes and reconcile differences positively and safely. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online. Privacy, personal boundaries, confidentiality and secrets. Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. The importance of self-respect. The importance of taking care of mental health. Strategies and behaviours that support mental health Everyday things that affect feelings and the importance of expressing feelings. Strategies for building positive friendships; how positive friendships support wellbeing. Benefits of the internet; the importance of balancing time online with other activities. Manage setbacks/perceived failures, including how to re-frame unhelpful thinking. New opportunities and responsibilities that increasing independence may bring. Reasons for following and complying with regulations and restrictions.	To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. 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. Privacy and personal boundaries; what is appropriate in friendships and wider relationships Recognise different types of physical contact; what is acceptable and unacceptable; Strategies to respond to unwanted physical contact. seeking and giving permission (consent) in different situations. Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. Prejudice- recognise behaviours/actions which discriminate against others. FGM and Forced Marriages are against British Law. How to make informed decisions about health. The importance of personal hygiene and how to maintain it. Choices that support a healthy lifestyle. Regular exercise benefits mental and physical health. Taking medicines correctly and using household products safely. Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. Organisations that can support people concerning alcohol, tobacco and nicotine or other drug use. How to predict, assess and manage risk in different situations. Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep	To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Discuss and debate topical issues. The importance of having compassion towards others. Personal behaviour can affect other people. The importance of self-respect. Respecting the differences and similarities between people. To recognise reasons for rules and laws. To recognise there are human rights, that are there to protect everyone. Relationship between rights and responsibilities. Importance of having compassion towards others. ways of carrying out shared Responsibilities for protecting the environment in school and at home. Different groups that make up their community. Importance of Self Respect. Reasons for rules and laws. Shared responsibilities for protecting the environment in school and at home. Different groups that make up their community and valuing their contributions. Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. That there is a broad range of different jobs/careers that people can have. About stereotypes in the workplace and that a person's career aspirations should not be limited by them. About what might influence people's decisions about a job or career. Some jobs are paid more than others and money is one factor which may influence a person's job or career choice. About some of the skills that will help them in their future careers. To identify the kind of job that they might like to do when they	

				safe. Strategies for keeping safe in the local environment or unfamiliar places. First aid; basic techniques for dealing with common injuries. How to respond and react in an emergency situation. The importance of having compassion towards others.	are older. To recognise a variety of routes into careers	

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rules 5-point scale- Feelings Black History Month Kindness Challenge Week. (5th-9th Oct)	Odd Sock Day Anti-Bullying Week Calming the Storm Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep	Internet Safety Day Body Image Peculiar Feelings Emotional Changes Seeing Stuff Online Childrens Mental Health Week 1-7 Feb	Making Babies (Part 1) Making Babies (Part 2) Menstruation Hope Beyond Death Coping with Change + Classroom Shorts	Confidence isn't always control Build Others Up + Classroom Shorts Cofidence Vs Control The Holy Trinity Catholic Social Teaching	Transition Reaching Out Money and Me + Classroom Shorts National Drowning Prevention Week 12th-19th June
Key Concepts	Rules Feelings Transitions	Same, Different Kind, Unkind Feelings Respect Relationships Friendships Reproduction Healthy lifestyle Rules and Regulations	Mental Health Feelings Friendship Safe/ Unsafe Stereotypes Puberty Private	Reproduction Feelings Transitions Bereavement	Attraction Discrimination Prejudice Compassion Self-Respect Same/ Different Responsibilities Community Rules and laws	Self Respect Same/ different Rules and laws Compassion Community Transition Money
STAR	Safe- strategies for dealing with emotions, challenges and change.	Safe- developing a healthy diet. Try- to manage setbacks. Aspire- to build positive relationships. Respect- Different types of relationships.	Safe- be aware that text and images in the media and on social media can be manipulated or invented Try- to develop strategies to respond to hurtful behaviour Aspire- to keep personal information private. Respect- developing respectful friendships.	Try- develop the characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. Respect- when discussing and debating topical issues.	Safe- what is discrimination and how can we challenge it. Aspire- to understand human rights, and they are there to protect everyone. Respect- The importance of self-respect and how this can affect their thoughts and feelings about themselves. Respecting similarities and differences between people.	Aspire- to carrying out shared responsibilities for protecting the environment. Respect- respect for rules and laws; and the consequences of not adhering to rules and laws.
Critical Knowledge	Strategies for dealing with emotions, challenges and change. Physical and emotional changes that happen when approaching and during puberty. Opportunities and responsibilities that increasing independence may bring. Strategies to manage transitions	Strategies and Behaviours which support Mental Health Strategies to respond to feelings Recognise individuality and personal qualities and how these contribute to self worth Managing setbacks Different types of relationships Characteristics of a healthy family life. Strategies to build positive friendships and that this contributes to our wellbeing. Strategies for recognising and managing peer influence. Strategies to resolve disputes and reconcile differences positively and safely.	Strategies and behaviours that support mental health. Recognise warning signs about mental health. A varied vocabulary to use when talking about feelings. Strategies to respond to feelings, including intense or conflicting feelings. Strategies for recognising and managing peer influence. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable. Strategies for challenging stereotypes. How to assess the reliability of sources of information online.	The processes of reproduction and birth as part of the human life cycle. Marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. About change and loss, including death, and how these	For some people gender identity does not correspond with their biological sex. That people may be attracted to someone emotionally, romantically and sexually including same sex or different from them. Discrimination: what it means and how to challenge it. Prejudice; how to recognise behaviours/actions which discriminate against others and ways to respond to it. Discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. The importance of having compassion towards others.	Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves. Respecting the differences and similarities between people. Discuss and debate topical issues. Reasons for rules and laws; consequences of not adhering to rules and laws. Importance of having compassion towards others. Ways of carrying out shared responsibilities for protecting the environment. Different groups that make up their community.

		Respecting the differences and similarities between people. Change and loss, including death, and how these can affect feelings Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. Physical and emotional changes that happen when approaching and during puberty. How hygiene routines change during the time of puberty. Privacy and personal boundaries. Choices that support a healthy lifestyle. What constitutes a healthy diet; and risks associated with not eating a healthy diet including obesity and tooth decay. Regular exercise benefits mental health. How sleep contributes to a healthy lifestyle; Benefits of sun exposure and risks of overexposure. The importance of balancing time online with other activities. Reasons for following and complying with regulations and restrictions.	The different ways information and data is shared and used online. How information on the internet is ranked. How text and images in the media and on social media can be manipulated or invented. Strategies to respond to feelings, including intense or conflicting feelings. Change and loss, including death can affect feelings. People may be attracted to someone emotionally, romantically and sexually. Friendships can change over time, about making new friends and the benefits of having different types of friends. Strategies to respond to hurtful behaviour experienced or witnessed. How to manage setbacks/perceived failures. Physical and emotional changes that happen when approaching and during puberty. Reasons for following and complying with regulations and restrictions. Importance of keeping personal information private. Stereotypes; how they can negatively influence behaviours and attitudes towards others. Recognise things appropriate to share and things that should not be shared on social media. Strategies for keeping safe online.	can affect feelings; ways of expressing and managing grief and bereavement. Problem-solving strategies for dealing with emotions, challenges and change Including transitions between classes and key stages	Personal behaviour can affect other people. The importance of self-respect and how this can affect their thoughts and feelings about themselves. Respecting similarities and differences between people. Recognise reasons for rules and laws. Recognise there are human rights, that are there to protect everyone. Relationship between rights and responsibilities. Importance of having compassion towards others. Shared responsibilities for protecting the environment. Different groups that make up their community	Value the different contributions that people and groups make to the community.