



PSHE

Progression of Skills

2025-2026



Below are the skills our Nursery and EYFS children will be working on continuously throughout the year. These skills have been organised into the following four categories **Self-Regulation**, **Managing Self**, **Managing Self – Self Care** and **Building Relationships**. The skills link to the new EYFS curriculum and Early Learning Goals have been stated throughout.

Self-Regulation	Managing Self	Managing Self- Self Care	Building Relationships
<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Allow an adult to comfort them. • Achieve a goal they have chosen, or one which is suggested to them. • Talk about their feelings using words like 'happy' and 'sad' • Seek adult support to help them in managing emotions. • Recognise when a peer is upset. • Talk about their feelings using a developing vocabulary e.g. <i>frightened, frustrated</i>. • Explain to an adult what has happened when they are upset. • Begin to control their own emotions. • Begin to understand how others feel. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Select and use activities and resources with help. • Follow a simple instruction as part of a group. • Join in an activity when invited by an adult. • Select and use activities and resources independently. • Remember basic setting rules and follow them most of the time. • Explain why rules are important. • Care for plants, animals and their immediate environment. • Talk confidently in front of a group of their peers. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Use the toilet independently. • Wash and dry their hands. • Take their coat off and put it on. • Put on shoes without fastening • Pull zips up and down. • Pull up trousers independently. • Put T-Shirt and jumper on/off independently. • Show independence in managing own needs including at snack time. • Give simple explanations about healthy lifestyle choices. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Take turns, with adult support. • Play with one or more other children. • Join in with a group of children who are playing. • Speak to peers within a game or activity. • Seek adult support to help them in managing emotions and conflicts. • Play with other children extending and elaborating play ideas. • Find solutions to conflicts and rivalries.



<p>Children in Reception will:</p> <ul style="list-style-type: none"> Identify and name feelings in themselves and others, e.g. <i>cross, lonely, worried</i>. Bounce back quickly after they have been upset and with more independence. Reflect on feelings they encounter in stories and make links to their own experiences. Follow two-step instructions. Wait with increased patience for attention or a turn in a game/with a toy. <p>ELG</p> <ul style="list-style-type: none"> Recognise, moderate and express their own feelings and show an understanding of the feelings of others. Set and work towards simple goals. Wait for what they want and control their immediate impulses when appropriate. Give focused attention to the teacher, responding appropriately. 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Abide by most of the rules of the classroom. Try new activities independently or with peers. Talk positively about themselves and what they can do. Begin to understand and discuss consequences of our behaviour. Shows increasing independence, working on short activities independently. Persevere when something is challenging. <p>ELG</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Put on socks and shoes. Fasten zips independently Explain why handwashing is important. Undress independently with help for buttons Dress and undress independently. Know and talk about the different factors that support their overall health and wellbeing: <i>regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</i> <p>ELG</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing (with support for small buttons), going to the toilet and understanding the importance of healthy food choices 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Take turns when playing simple games. Show empathy towards their peers. Show understanding of another child's perspective. Solve small conflicts through speaking to each other and being assertive. <p>ELG</p> <ul style="list-style-type: none"> Form positive attachments with adults' peers, working and playing cooperatively and showing sensitivity to their own and to others' needs.
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Hunningley Primary Academy

The best in everyone™

Part of United Learning

PSHE Whole School Overview – Progression Map



PSHE CURRICULUM

2025-2026

Subject Leader: Mr Parker



Nursery	Unit	Substantive Knowledge
	Autumn 1 Marvellous Me	<p><u>Pupils should be able to:</u></p> <p>Development matters</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.
	Autumn 2 It's Getting Cold	<p><u>Pupils should be able to:</u></p> <p>Development matters</p> <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Play with one or more other children, extending and elaborating play ideas.
	Polar Express	<p><u>Pupils should be able to:</u></p> <p>Development matters</p> <ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Begin to understand how others might be feeling.
	Spring 1 On the Move	<p><u>Pupils should be able to:</u></p> <p>Development matters</p> <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. 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. Show more confidence in new social situations. Begin to understand how others might be feeling.
	Spring 2 On the Farm	<p><u>Pupils should be able to:</u></p> <p>Development matters</p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Develop appropriate ways of being assertive. 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.



	Summer 1 Once Upon a Time	<u>Pupils should be able to:</u> Development matters <ul style="list-style-type: none"> • Select and use activities and resources. This helps them to achieve a goal they have chosen, or one which is suggested. • Develop their sense of responsibility and membership of a community. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.
	Summer 2 All things great and small	<u>Pupils should be able to:</u> Development matters <ul style="list-style-type: none"> • Develop appropriate ways of being assertive. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Help to find solutions to conflicts and rivalries.

EYFS	Unit	Substantive Knowledge
	Autumn 1 My Heroes	<u>Pupils should be able to:</u> Development matters <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. ELG Assessment <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behavior accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
	Autumn 2 Standing Ovation	<u>Pupils should be able to:</u> Development matters <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. ELG Assessment <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.



	Spring 1 Castles, Knights & Dragons	<p><u>Pupils should be able to:</u></p> <p>Development matters</p> <ul style="list-style-type: none">• Build constructive and respectful relationships.• Show resilience and perseverance in the face of challenge. <p>ELG Assessment</p> <ul style="list-style-type: none">• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and to others' needs
	Spring 2 Spring in our step	<p><u>Pupils should be able to:</u></p> <p>Development matters</p> <ul style="list-style-type: none">• Show resilience and perseverance in the face of challenge.• Think about the perspectives of others. <p>ELG Assessment</p> <ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices.
	Summer 1 Where we live	<p><u>Pupils should be able to:</u></p> <p>Development matters</p> <ul style="list-style-type: none">• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others. <p>ELG Assessment</p> <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Summer 2 Science Detectives	<p><u>Pupils should be able to:</u></p> <p>Development matters</p> <ul style="list-style-type: none">• See themselves as a valuable individual.• Express their feelings and consider the feelings of others. <p>ELG Assessment</p> <ul style="list-style-type: none">• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.



Year 1	Unit	Substantive Knowledge
	Autumn 1 Living in the Wider World <i>How do we feel?</i> <i>What can we do with money?</i>	<ul style="list-style-type: none"> what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this
	Autumn 1: NEW 2025 Living in the Wider World <i>Community Helpers & Roles</i>	<ul style="list-style-type: none"> Identify people who help us in the community. Describe how these roles keep us safe and supported.
	Autumn 2 Living in the Wider World <i>How can we look after each other and the world?</i>	<ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group
	Spring 1 Health and Wellbeing <i>What helps us to stay healthy?</i>	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel

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		<ul style="list-style-type: none">• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy• why hygiene is important and how simple hygiene routines can• stop germs from being passed on• what they can do to take care of themselves on a daily basis,• e.g. brushing teeth and hair, hand washing
	Spring 2 Health and Wellbeing <i>Who helps us to keep safe?</i> <i>INCLUDING ONLINE SAFETY</i>	<ul style="list-style-type: none">• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say? (Including Online)• how to respond safely to adults they don't know (Including Online)• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.
	Summer 1 Relationships <i>Who are the people in my life that care for me?</i> <i>What are the differences and similarities between people?</i>	<ul style="list-style-type: none">• Identify the important relationships in my life and those that provide love.• Describe a family and understand that all families are special and different.• Recognise the different ways our special people care for us and how we can care for them in return.• Identify similarities and differences in people.• Recognise that we are all equal and that it is acceptable to be different.



	<p>Summer 2</p> <p>Relationships</p> <p><i>What are the similarities between boys and girls?</i></p> <p>(Body Parts)</p>	<ul style="list-style-type: none"> Describe similarities and differences between ourselves and others Name the main parts of the body Name body parts including male and female genitalia.
Year 2	Unit	Substantive Knowledge
	<p>Autumn 1</p> <p>Living in the Wider World</p> <p><i>What jobs do people do?</i></p>	<ul style="list-style-type: none"> how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs how people use the internet and digital devices in their jobs and everyday life
	<p>Autumn 2</p> <p>Health and Wellbeing</p> <p><i>What can help us grow and stay healthy?</i></p>	<ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun
	<p>Spring 1</p> <p>Health and Wellbeing</p> <p><i>How do we recognise our own feelings?</i></p>	<ul style="list-style-type: none"> how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good



		<ul style="list-style-type: none">• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)• how feelings can affect people in their bodies and their behaviour• ways to manage big feelings and the importance of sharing their feelings with someone they trust• how to recognise when they might need help with feelings and how to ask for help when they need it
	Spring 2 Health and Wellbeing <i>What helps us to stay safe?</i> INCLUDING ONLINE SAFETY	<ul style="list-style-type: none">• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
	Spring 2: NEW 2025 Health and Wellbeing <i>Online Identity and Safety</i>	<ul style="list-style-type: none">• Identify trusted adults and safe websites• Recognise basic online risks and how to respond
	Summer 1 Relationships <i>What is fair, unfair, kind and unkind? (friendship)</i>	<ul style="list-style-type: none">• Recognise what is fair and unfair behaviour• Give examples of kindness and unkind behaviours• What is the difference between right and wrong?
	Summer 2 Relationships	<ul style="list-style-type: none">• Develop understanding that all living things including humans start life as babies



Year 3	<p><i>What happens when the body grows young to old?</i></p> <p><i>What is private? (Body Parts)</i></p> <p>CONSENT</p>	<ul style="list-style-type: none"> Identify key stages in the human life cycle Explore how I have changed since I was a baby Recognise I have the right to protect my body from inappropriate or unwanted contact. Explain consent and the right to protect my body from inappropriate or unwanted contact. Label the parts of the body that are private. Explain who they would speak to if their privacy was not respected.
	Unit	Substantive Knowledge
	<p>Autumn 1</p> <p>Living in the Wider World</p> <p><i>What makes a community?</i></p>	<ul style="list-style-type: none"> how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make how to be respectful towards people who may live differently to them
	<p>Autumn 1 NEW 2025</p> <p>Living in the Wider World</p> <p><i>Local Jobs and Responsibilities</i></p>	<ul style="list-style-type: none"> Explore different jobs and how they help society. Recognise skills needed for different roles.
	<p>Autumn 2</p> <p>Health and Wellbeing</p> <p><i>Why should we eat well and look after our teeth?</i></p>	<ul style="list-style-type: none"> how to eat a healthy diet and the benefits of nutritionally rich foods how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health how people make choices about what to eat and drink, including who or what influences these



	<p>Spring 1</p> <p>Health and Wellbeing</p> <p><i>Why should we keep active and sleep well?</i></p>	<ul style="list-style-type: none">• how, when and where to ask for advice and help about healthy eating and dental care• how regular physical activity benefits bodies and feelings• how to be active on a daily and weekly basis - how to balance time online with other activities• how to make choices about physical activity, including what and who influences decisions• how the lack of physical activity can affect health and wellbeing• how lack of sleep can affect the body and mood and simple routines that support good quality sleep• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried
	<p>Spring 2</p> <p>Health and Wellbeing</p> <p><i>What keeps us safe?</i></p> <p>INCLUDING ONLINE SAFETY</p>	<ul style="list-style-type: none">• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns• what to do in an emergency, including calling for help and speaking to the emergency services



	Spring 2 NEW 2025 Health and Wellbeing Safe Use of Social Media	<ul style="list-style-type: none">Identify safe practices and uses of social mediaUnderstand privacy settings and password protectionExplore legal ages of social media platforms
	Summer 1 Relationships <i>What is personal space? (unwanted touch)</i> CONSENT	<ul style="list-style-type: none">List reasons why touch is importantDescribe what kind of physical contact is acceptable or unacceptable.Define and explain consent.Describe how to respond to unacceptable contact.Define what is personal space.
	Summer 1 NEW 2025 Relationships <i>Grief, Loss & Loneliness</i>	<ul style="list-style-type: none">Recognise that people may experience grief and loss in different ways.Identify feelings associated with loss and how to seek support.Understand how to support others who may be feeling lonely or sad.
	Summer 2 Relationships <i>What does a healthy relationship look like?</i> <i>Why is being equal important in relationships?</i>	<ul style="list-style-type: none">Recognise different types of healthy relationshipsDescribe what makes a relationship unhealthyUnderstand how to develop positive relationships, including recognising and responding to someone feeling lonely.Identify who to talk to if worried and required supportDefine the meaning of respect in relationships and the importance of working with others collaborativelyListen to others and respond or challenge other views appropriatelyUnderstand the importance of respecting other people's feelings



Year 4	Unit	Substantive Knowledge
	Autumn 1 Living in the Wider World <i>How can our choices make a difference to others and the environment?</i>	<ul style="list-style-type: none">• how people have a shared responsibility to help protect the world around them• how everyday choices can affect the environment• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues• how to show care and concern for others (people and animals)• how to carry out personal responsibilities in a caring and compassionate way
	Autumn 2 Health and Wellbeing <i>What strengths, skills and interest do we have?</i>	<ul style="list-style-type: none">• how to recognise personal qualities and individuality• to develop self-worth by identifying positive things about themselves and their achievements• how their personal attributes, strengths, skills and interests contribute to their self-esteem• how to set goals for themselves• how to manage when there are set backs, learn from mistakes and reframe unhelpful thinking
	Spring 1 Health and Wellbeing <i>How can we manage our feelings?</i>	<ul style="list-style-type: none">• how everyday things can affect feelings• how feelings change over time and can be experienced at different levels of intensity• the importance of expressing feelings and how they can be expressed in different ways• how to respond proportionately to, and manage, feelings in different circumstances• ways of managing feelings at times of loss, grief and change• how to access advice and support to help manage their own or others' feelings



	<p>Spring 2 Health and Wellbeing <i>How can we manage risks in different places?</i></p> <p>INCLUDING ONLINE SAFETY</p>	<ul style="list-style-type: none">• how to recognise, predict, assess and manage risk in different situations• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence including online• how people's online actions can impact on other people• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online• how to report concerns, including about inappropriate online content and contact• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
	<p>Spring 2 NEW 2025 Health and Wellbeing <i>Privacy and Misinformation Online</i></p>	<ul style="list-style-type: none">• Understand how to verify online content.• Recognise misinformation and fake news.
	<p>Summer 1 Relationships <i>What is diversity?</i></p>	<ul style="list-style-type: none">• identify how we are the same in some ways and different in others.• Recognise diversity in my community.• Describe the groups I am part of.• Celebrate differences.
	<p>Summer 1 NEW 2025 Relationships <i>Online Relationships & Boundaries</i></p>	<ul style="list-style-type: none">• Identify respectful behaviours in online communication.• Understand how to set and maintain boundaries online.• Recognise when online interactions become unsafe or uncomfortable.



Year 5	<p>Summer 2</p> <p>Relationships</p> <p><i>Do boys and girls have different roles?</i></p> <p><i>What changes happen to my body?</i></p>	<ul style="list-style-type: none">• Recognise common stereotypes about men and women.• Explain what 'stereotype' and 'discrimination' means.• Reflect and challenge stereotypes I hear.• Remember the main parts of the body for boys and girls.• Describe the key body changes when boys and girls become adults• Explain how to keep clean as I grow.
	<p>Unit</p> <p>Autumn 1</p> <p>Living in the Wider World</p> <p><i>What jobs would we like?</i></p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none">• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime• that some jobs are paid more than others and some may be voluntary (unpaid)• about the skills, attributes, qualifications and training needed for different jobs• that there are different ways into jobs and careers, including college, apprenticeships and university• how people choose a career/job and what influences their decision, including skills, interests and pay• how to question and challenge stereotypes about the types of jobs people can do• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions



	Autumn 1 NEW 2025 Living in the Wider World Career Exploration & Aspirations	<ul style="list-style-type: none">• Match personal interests to career options.• Understand pathways to different careers.
	Autumn 2 Living in the Wider World <i>What decisions can people make with money?</i>	<ul style="list-style-type: none">• how people make decisions about spending and saving money and what influences them• how to keep track of money so people know how much they have to spend or save• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)• how to recognise what makes something 'value for money' and what this means to them• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
	Autumn 2 NEW 2025 Living in the Wider World Introduction to Artificial Intelligence (AI)	<ul style="list-style-type: none">• Understand what AI is and identify examples in daily life.• Explore how AI is used in jobs and society.
	Spring 1 Health and Wellbeing <i>How can we help in an accident or emergency?</i>	<ul style="list-style-type: none">• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions• that if someone has experienced a head injury, they should not be moved• when it is appropriate to use first aid and the importance of seeking adult help• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services



	<p>Spring 2 Health and Wellbeing <i>What makes up our identity?</i></p> <p>ONLINE</p>	<ul style="list-style-type: none">• how to recognise and respect similarities and differences between people and what they have in common with others• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others• how to challenge stereotypes and assumptions about others• how you are responsible for your online identity
	<p>Spring 2 NEW 2025 Health and Wellbeing <i>Social Media & Mental Health</i></p>	<ul style="list-style-type: none">• Recognise how social media can affect self-esteem.• Discuss strategies for healthy online habits.
	<p>Summer 1 Relationships <i>What is puberty?</i></p> <p><i>What are the different relationships in my life?</i></p>	<ul style="list-style-type: none">• Label the main parts of the body, including genitalia.• Define puberty and list physical and emotional changes that happen to boys and girls during puberty as they change into adults, and able to reproduce.• Describe how periods affect girls both physically and emotionally• Explain the steps required to look after my body during puberty and how to manage my personal hygiene.• Name different relationships in my life.• List the roles of those that care for me.• Describe what a healthy relationship looks like.



Year 6		<ul style="list-style-type: none"> Know who I would approach for help
	Summer 2 Relationships <i>What is unwanted touch?</i> CONSENT <i>What is FGM?</i>	<ul style="list-style-type: none"> Recognise that my body belongs to me and recall how to protect my body Explain and explore consent and right to reject inappropriate or unwanted touch Describe inappropriate and appropriate touch Explain the right to privacy and where on my body is private Label the female reproductive organs Recall simple facts about FGM and understand why it is never acceptable. List where to access support if I was worried or concerned about this topic.
	Unit	Substantive Knowledge
	Autumn 1 Living in the Wider World <i>How can the media influence people?</i> INCLUDING ONLINE SAFETY	<ul style="list-style-type: none"> how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions that not everything should be shared online or social media and that there are rules about this, including the distribution of images that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts



		<ul style="list-style-type: none">• to recognise unsafe or suspicious content online and what to do about it• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have• to discuss and debate what influences people's decisions, taking into consideration different viewpoints
	Autumn 1 NEW 2025 Living in the Wider World <i>Artificial Intelligence and Data Ethics</i>	<ul style="list-style-type: none">• Discuss ethical implications of AI.• Understand how AI uses personal data and impacts privacy.
	Spring 1 Health and Wellbeing <i>How can we keep healthy as we grow?</i>	<ul style="list-style-type: none">• how mental and physical health are linked• how positive friendships and being involved in activities such as clubs and community groups support wellbeing• how to make choices that support a healthy, balanced lifestyle including:<ul style="list-style-type: none">» how to plan a healthy meal» how to stay physically active» how to maintain good dental health, including oral hygiene, food and drink choices» how to benefit from and stay safe in the sun» how and why to balance time spent online with other activities



		<p>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p> <p>» how to manage the influence of friends and family on health choices</p> <ul style="list-style-type: none"> • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support
	<p>Spring 2 NEW 2025 Health and Wellbeing Digital Footprint and Online Behaviours</p>	<ul style="list-style-type: none"> • Understand consequences of online actions. • Explore how digital footprints are formed and managed.
	<p>Summer 1 Relationships and RSE <i>What changes happen in my life?</i></p> <p><i>What happens in a loving relationship (incl. marriage) and what is forced marriage?</i></p>	<ul style="list-style-type: none"> • Identify as we grow and change, we have increased independence and responsibility. • Describe how to keep safe with increased independence (including online) • Explain why I have more responsibilities as I grow older. • Identify reasons why transition may be challenging. • Identify positive qualities and expectations for different relationships



	<p>CONSENT</p> <p><i>How is a baby made?</i></p>	<ul style="list-style-type: none"> Describe different types of relationships including marriage. Define forced marriage Explore consent within a relationship. Label male and female body parts associated with conception and pregnancy. Explain a baby is made when a sperm (male) meets an egg/ovum (female) and then the fertilised egg settles into the lining of the womb. Define the term reproduction. Describe what pregnancy is, where it occurs and how long it takes in a human.
	<p>Summer 2 NEW 2025 Relationships and RSE</p> <p>Challenging Harmful Influences and Misogyny</p>	<ul style="list-style-type: none"> Recognise harmful online influences and stereotypes. Understand how to challenge disrespectful or discriminatory behaviour. Know how to report harmful content and seek help.

KS3 Curriculum

Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
<p>Transition and safety</p> <p>Transition to secondary school and personal safety in and outside school, including first aid</p>	<p>Developing skills and aspirations</p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p>	<p>Diversity</p> <p>Diversity, prejudice, and bullying</p>	<p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p>