

## Year 1 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing: Fun times</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about food that is associated with special times, in different cultures</li> <li>• about active playground games from around the world</li> <li>• about sun-safety</li> </ul>	<p><b>Identity, society and equality: Me and others</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what makes themselves and others special</li> <li>• about roles and responsibilities at home and school</li> <li>• about being co-operative with others</li> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>	<p><b>Mental health and emotional wellbeing: Feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about different types of feelings</li> <li>• about managing different feelings</li> <li>• about change or loss and how this can feel</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk: Feeling safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• safety in familiar situations</li> <li>• about personal safety</li> <li>• about people who help keep them safe outside the home</li> </ul>	<p><b>What do we put into and on to bodies?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what can go into bodies and how it can make people feel</li> <li>• about what can go on to bodies and how it can make people feel</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: My money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about where money comes from and making choices when spending money</li> <li>• about saving money and how to keep it safe</li> <li>• about the different jobs people do</li> </ul>

## Year 2 - PSHE

Autumn 1	Spring 1 and 2	Summer 1
<p><b>Physical health and wellbeing: What keeps me healthy?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about eating well</li> <li>• about the importance of physical activity, sleep and rest</li> <li>• about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well</li> </ul>	<p><b>Relationships and health education: Boys and girls, families</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• about growing from young to old and that they are growing and changing</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> <li>• about different types of family and how their home-life is special</li> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>• About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)</li> </ul>	<p><b>Keeping safe and managing risk: Indoors and outdoors</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about keeping safe in the home, including fire safety</li> <li>• about keeping safe online, including the benefits of going online</li> <li>• That people sometimes behave differently online, including by pretending to be someone they're not</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)</li> <li>• about keeping safe outside</li> <li>• about road safety</li> </ul>
Autumn 2	Spring 1 and 2	Summer 2
<p><b>Mental health and emotional wellbeing: Friendship</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the importance of special people in their lives</li> <li>• about making friends and who can help with friendships (on and offline)</li> <li>• about solving problems that might arise with friendships (on and offline)</li> </ul>	<p><b>Relationships and health education: Boys and girls, families</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• about growing from young to old and that they are growing and changing</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> <li>• about different types of family and how their home-life is special</li> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>• About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)</li> </ul>	<p><b>Drug, alcohol and tobacco education: Medicines and me</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• why medicines are taken</li> <li>• where medicines come from</li> <li>• about keeping themselves safe around medicines</li> <li>• that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>

- The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- The importance of permission-seeking and giving in relationships with friends, peers and adults

## Year 3 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• appreciate what being responsible means and name some of their responsibilities.</li> <li>• give examples of a range of risky or dangerous situations.</li> <li>• appreciate that doing something risky may lead to danger.</li> <li>• describe where pressure to do things can come from; identify people who can help us in an emergency.</li> <li>• identify safety precautions that can be taken when using roads, water or railways.</li> <li>• explain some of the ways to treat common injuries.</li> <li>• explain how to keep themselves and others safe in an emergency situation.</li> <li>• identify what information will need to be shared with an emergency services operator.</li> </ul>	<p><b>Mental health and emotional wellbeing: Strengths and challenges</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about celebrating achievements and setting personal goals</li> <li>• about dealing with put-downs</li> <li>• about positive ways to deal with setbacks</li> <li>• The importance of self-respect and how this links to their own happiness</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what influences people's choices about spending and saving money</li> <li>• how people can keep track of their money</li> <li>• about the world of work</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk: Bullying – see it, say it, stop it</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even</li> </ul>	<p><b>Identity, society and equality: Celebrating difference</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about valuing the similarities and differences between themselves and others</li> <li>• Pupils learn about what is meant by community</li> <li>• Pupils learn about belonging to groups</li> </ul>	<p><b>Physical health and wellbeing: What helps me choose?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about making healthy choices about food and drinks</li> <li>• about how branding can affect what foods people choose to buy</li> </ul>

strengthened, and that resorting to violence is never right

- to recognise bullying (including online) and how it can make people feel
- about different types of bullying and how to respond to incidents of bullying (primarily reporting bullying to an adult) and how to get help
- about what to do if they witness bullying and the responsibility of bystanders

- about keeping active and some of the challenges of this

## Year 4 - PSHE

Autumn 1	Spring 1 and 2	Summer 1 and 2
<p><b>Identity, society and equality: Democracy</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about Britain as a democratic society</li> <li>• about how laws are made</li> <li>• learn about the local council</li> </ul>	<p><b>Physical health and wellbeing: What is important to me?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>• about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</li> <li>• about the importance of getting enough sleep</li> </ul>	<p><b>Relationships and health education: Growing up and changing</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the way we grow and change throughout the human lifecycle</li> <li>• about the physical changes associated with puberty</li> <li>• about the impact of puberty in physical hygiene and strategies for managing this</li> <li>• how puberty affects emotions and behaviour and strategies for dealing with this</li> </ul>
Autumn 2	Spring 2	
<p><b>Keeping safe and managing risk: Playing safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• how to be safe in their computer gaming habits</li> <li>• about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>• about what to do in an emergency and basic emergency first-aid procedures</li> </ul>	<p><b>Careers, financial capability and economic wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Discuss their personal achievements and skills; identify what a positive learning attitude is;</li> <li>• talk about a range of jobs that people do;</li> <li>• discuss what skills and interests are needed for different jobs;</li> <li>• talk about jobs they might like to do in the future;</li> <li>• discuss what skills they might need to do certain jobs.</li> </ul>	

## Year 5 - PSHE

Autumn 1	Spring 1 and 2	Summer 1
<p><b>Physical health and wellbeing: In the media</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that messages given on food adverts can be misleading</li> <li>• about role models</li> <li>• about how the media can manipulate images and that these images may not reflect reality</li> </ul>	<p><b>Keeping safe and managing risk: Making safer choices</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• how to keep safe when communicating with other people online</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met</li> <li>• How information and data is shared and used online</li> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know</li> <li>• that violence within relationships is not acceptable</li> <li>• about problems that can occur when someone goes missing from home</li> <li>• describe what a dare is and identify situations involving peer pressure;</li> <li>• know when to seek help in risky or dangerous situations;</li> </ul>	<p><b>Mental health and emotional wellbeing: Dealing with feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about a wide range of emotions and feelings and how these are experienced in the body</li> <li>• about times of change and how this can make people feel</li> <li>• about the feelings associated with loss, grief and bereavement</li> </ul>
Autumn 2		Summer 2
<p><b>Identity, society and equality: Stereotypes, discrimination and prejudice</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about stereotyping, including gender stereotyping</li> <li>• talk about the range of faiths and ethnicities in Britain;</li> <li>• explain how and why laws are made</li> <li>• explain what a community is</li> <li>• discuss some roles of local government;</li> <li>• describe the basic structure of national government;</li> <li>• talk about the role of charities and voluntary groups in the community.</li> <li>• about prejudice and discrimination and how this can make people feel</li> </ul>		<p><b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that money can be borrowed but there are risks associated with this</li> <li>• about enterprise</li> <li>• what influences people's decisions about careers</li> </ul>

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

- identify and discuss some school rules for staying safe and healthy;
- recall the number to dial in an emergency;
- list some of the hazards they might find at home;
- understand some substances at home can be dangerous;
- about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis
- list some of the dangers we face when we are around roads, railways or water;



## Year 6 - PSHE

Autumn 1 and 2	Spring 1	Summer 1
<p><b>Relationships and health education: Healthy relationships</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the changes that occur during puberty</li> <li>• name physical changes young people will experience during puberty</li> <li>• describe emotional changes young people might experience during puberty</li> <li>• appreciate that there is no such thing as a perfect body</li> <li>• identify someone they could talk to about their changing body, should they need to.</li> <li>• about roles and responsibilities of parents and carers</li> <li>• to consider different attitudes and values around gender stereotyping and consider their origin and impact</li> </ul>	<p><b>Drug, alcohol and tobacco education: Weighing up risk</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>• about assessing the level of risk in different situations involving drug use</li> <li>• about ways to manage risk in situations involving drug use</li> </ul>	<p><b>Mental health and emotional wellbeing: Healthy minds</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• what mental health is</li> <li>• about what can affect mental health and some ways of dealing with this</li> <li>• about some everyday ways to look after mental health</li> <li>• about the stigma and discrimination that can surround mental health</li> </ul>
	Spring 2	Summer 2
	<p><b>Identity, society and equality: Human rights</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about people who have moved to Bradford from other places, (including the experience of refugees)</li> <li>• about human rights and the UN Convention on the Rights of the Child</li> <li>• about homelessness</li> </ul>	<p><b>Keeping safe and managing risk: Keeping safe - out and about</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about feelings of being out and about in the local area with increasing independence</li> <li>• about recognising and responding to peer pressure</li> <li>• about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed</li> </ul>

