WCPS PSHCE & RSE Curriculum Overview 2026-2027

WCPS Curriculum Intent for PSHE & RSHE

The intent of Personal Social Health Education (PSHE) education in our school is as follows:

- Through discretely taught PSHE lessons from Jigsaw PSHE, but also through assemblies and other whole school activities, to deliver a rich, meaningful and purposeful PSHE curriculum which in turn feeds into our commitment to the personal development or our pupils,
- To teach with regard for our own local context, i.e. our school and our local community, as well as the wider world,
- To discretely teach our school values, attitudes, including how these link with protected characteristics, and fundamental British values,
- To engage with local, national and international events and celebrations to enrich the core objectives of our PSHE curriculum.

The intent of Relationships, Health & Sex Education (RSHE) at our school is as follows:

- To provide a framework and safe environment in which sensitive discussions can take place,
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene,
- Help pupils develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships,
- Teach pupils the correct vocabulary to describe themselves and their bodies.

WCPS PSHCE & RSE Curriculum: EYFS – Year 6

WYMONDHAM COLLEGE PREP SCHOOL

Statutory Guidance on Relationships & Sex Education and Health Education for Primary Schools

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The information below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes 2026 have been made in each Puzzle.

By the end of primary school:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- how to manage conflict, and that resorting to violence is never right
- how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful relationships

Pupils should know:

- how to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- the conventions of courtesy and manners.

- the importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

WCPS PSHCE & RSE Curriculum: EYFS – Year 6

WYMONDHAM COLLEGE PREP SCHOOL

EYFS Statutory Framework PSHE & RSHE Related Objectives
Self-regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour 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 activity, and show an ability to follow instructions involving several ideas or actions **Managing self** • 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 • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices **Building relationships** • 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
EYFS PSHE & RSHE Curriculum
Core Knowledge 1. Pupils will know what the school motto and rules are 2. Pupils will know what our class contract is and why we have it 3. Pupils will know everyone is important and we are all different 4. Pupils will manage their own basic hygiene and personal needs 5. Pupils will know that physical exercise is important 6. Pupils will know how to keep themselves safe 7. Pupils will know how to care for and look after living things 8. Pupils will know about a balanced diet

9. Pupils will know the difference between 'good and bad touch'
10. Pupils will know that making mistakes is fine and we learn from this

Hinterland Knowledge

- Pupils will know the Pantosaurus song
- Pupils will take part in activities which make up our class contract
- Pupils will watch insects hatch and learn to care for them in class
- Pupils will taste different foods when learning about a balanced diet

Skills

- Pupils will develop being able to wash their hands and toilet independently
- Pupils will be able to dress independently
- Pupils will be able to tell you an adult they trust
- Pupils will be able to tell you some foods that are part of a balanced diet
- Pupils will be able to tell you why we brush our teeth
- Pupils will be able to explain why our heart beats faster after a warmup

Wonder

- *I wonder what a germ looks like*
- *I wonder why some children have blue eyes when I have brown eyes*
- *I wonder why some of my class are taller than me*
- *I wonder what would happen if I just eat chocolate*

Experiences & Provocations

- Pupils will experience the curriculum by:
    - Pupils will learn the pantosaurus song and make PANTs bunting
    - Pupils will have a visit from the police
    - Pupils will join in with house challenges to promote resilience

WCPS PSHCE & RSE Curriculum: EYFS – Year 6

WYMONDHAM COLLEGE PREP SCHOOL

Vocabulary - Tier 3 Subject Specific
feelings, behaviour, rules, growth mindset, perseverance, right and wrong, hygiene, safe, balanced, independent, differences, similarities, friends, special, unique, goal, achieve, challenge, healthy,

Jigsaw PSHE					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Being Me in My World **Core Knowledge** -Pupils will know what it feels like to belong. -Pupils will know that we are similar and different. -Pupils will know how to start recognising and managing their feelings. -Pupils will know how to work with others. -Pupils will know why it is good to be kind and use gentle hands. -Pupils will know that everyone should be	**Celebrating difference** **Core Knowledge** -Pupils will know something they're good at and understand that everyone is good at different things. -Pupils will know the names of some emotions. -Pupils will know that being different makes us special. -Pupils will know why their home is special to them.	**Dreams and Goals** **Core Knowledge** -Pupils will know that if they persevere they can accomplish challenges. -Pupils will know about a time that they didn't give up until they achieved their goal. -Pupils will know how to set a goal and work towards it. -Pupils will know how to use kind words to encourage others. -Pupils will know the link between what they learn in school and	**Healthy Me** **Core Knowledge** -Pupils will know how to name some parts of the body. -Pupils will know that they need to exercise to keep their bodies healthy. -Pupils will know what 'healthy' means. -Pupils will know how moving and resting are good for the body. -Pupils will know which foods are healthy and not so healthy to help them	**Relationships** **Core Knowledge** -Pupils will know what a family is. -Pupils will know about the jobs (responsibilities) that they do in their family/ -Pupils will know some characteristics of safe and healthy friendships. -Pupils will know that friends sometimes fall out and some ways to mend a friendship. -Pupils will know how unkind words can impact others.	**Changing Me** **Core Knowledge** -Pupils will know the names of different parts of the body and some of their functions. -Pupils will know that we grow from baby to adult. -Pupils will know who to talk to if they are feeling worried. -Pupils will know that sharing how they feel can help to solve a worry. -Pupils will know that remembering happy

allowed to learn and play. -Pupils will know how to look after their classroom and the resources within it.	-Pupils will know some qualities of a positive friendship. -Pupils will know some ways of making a friend. -Pupils will know how to be a kind friend. -Pupils will know how to stand up for themselves if someone is unkind.	how this links to the job they want to do when they're older. -Pupils will know how to identify when they have achieved a goal.	to make good eating choices. -Pupils will know how to help themselves to go to sleep and why sleep is good for them. -Pupils will know how to wash their hands and the times that it's particularly important to wash their hands. -Pupils will know who their safe adults are and how to stay safe if these adults aren't close by.	-Pupils will know how to use strategies to help them to calm down and manage their feelings.	times can help us to move on.

WCPS PSHCE & RSE Curriculum: EYFS – Year 6

Year 1 PSHE & RSHE Curriculum		
Autumn Term 1	**Spring Term 1**	**Summer Term 1**
Me in My World **Core Knowledge** 1. Pupils will know that they belong in their class. 2. Pupils will know how to help others feel that they belong. 3. Pupils will know how to make the class a safe place for people to learn in. 4. Pupils will know how it feels to be proud of an achievement. 5. Pupils will know about choices and the consequences that different choices can bring. 6. Pupils will know about their rights and responsibilities in the classroom. **Hinterland Knowledge** • Pupils will know who they can reach out to for help. • Pupils will know why their class contract helps everyone stay safe and happy.	**Dreams and goals** **Core Knowledge** 1. Pupils will know how to set simple goals. 2. Pupils will know things that they do well. 3. Pupils will know how to set out to achieve a goal when something is tricky. 4. Pupils will know how to work well with others to achieve a goal. 5. Pupils will know how to tackle a challenge that might stretch their learning. 6. Pupils will know how it feels to face an obstacle and tackle it. 7. Pupils will know how to store a feeling of success and achievement. **Hinterland Knowledge** • Pupils will know that working with others can help them to achieve their goal. • Pupils will know that sometimes it can be hard to achieve a goal but they should keep trying.	**Relationships** **Core Knowledge** 1. Pupils will know the members of their family and that all families are different. 2. Pupils will know what it means to be a good friend. 3. Pupils will know appropriate ways of physical contact to greet friends, ad which ways they personally prefer. 4. Pupils will know who can help them in their school community. 5. Pupils will be able to recognize their own qualities as a person and a friend. 6. Pupils will be able to explain why they appreciate someone who is special to them. **Hinterland Knowledge** • Pupils will know that all families have similiarities to them. E.g. love.

• Pupils will know that different types of scenarios can lead to feelings of achievement.
 	
Skills
• Pupils will develop being able to identify.
• Pupils will develop being able to recognise.
• Pupils will develop being able to empathise.
 	
Wonder
• *I wonder how I would feel if I wasn't in a class community...*
• *I wonder why some people don't like to hug...*
• *I wonder about the different places that I belong.....*
 	
Experiences & Provocations
• Pupils will experience the curriculum by:
  ○ School community building events, such as 'meet my community' – meeting.
  ○ Playground experiences – adults and playground monitors modelling and supporting respect and kind choices outside.
 	
Vocabulary - Tier 3 Subject Specific
• achievement, belong, calm, choice, consequences, disappointed, feelings,
	• Pupils will know the feeling of having a growth mindset.
	
	Skills
	• Pupils will develop being able to identify.
	• Pupils will develop being able to recognise.
	• Pupils will develop being able to be resilient.
	• Pupils will develop being able to communicate with others.
	
	Wonder
	• *I wonder how I would feel if I couldn't reach my goal.*
	• *I wonder whether it's good to try different ways to achieving a goal even if it's not the way that I suggested.*
	• *I wonder how I can explain to a partner my ideas.*
	
	Experiences & Provocations
	• Pupils will experience the curriculum by:
	  ○ Class discussion, drawings and creative work.
	  ○ Playground experiences – adults and playground monitors modelling and supporting respect and kind choices outside.
	  ○ Group work and challenges to develop resilience.
		• Pupils will know that everyone is different and people have different boundaries when it comes to physical touch.
		• Pupls will know that privates are private.
		
		Skills
		• Pupils will develop being able to recall.
		• Pupils will develop being able to compare.
		• Pupils will develop being able to reflect.
		• Pupils will develop being able to empathise.
		•
		Wonder
		• *I wonder how people make friends in places other than schools.*
		• *I wonder what similarities there are between all families.*
		• *I wonder how I can be a good friend.*
		
		Experiences & Provocations
		• Pupils will experience the curriculum by:
		  ○ Outdoor play with role models in older year groups.
		  ○ Class discussions around families and friendships.
		  ○ Use of songs and videos to support understanding.

class charter, proud, responsibilities, rewards, rights, safe, special, upset, valued, views,	**Vocabulary - Tier 3 Subject Specific** • Proud, success, achievement, goal, learning, stepping stones, process, dreams, team work, working together, celebrate, challenge, tricky, obstacle, overcome.	**Vocabulary - Tier 3 Subject Specific** Family, belong, different, same, friends, friendship, qualities, kind, greeting, touch, like, dislike, helpful, community, feelings, confidence, praise, skills, proud, relationships, special, appreciate.
Autumn Term 2	**Spring Term 2**	**Summer Term 2**
Celebrating differences **Core Knowledge** 1) Pupils will know about similarities between them and their peers. 2) Pupils will know about differences between them and their peers. 3) Pupils will know what bullying is and what it can feel like. 4) Pupils will know how to help someone if they're being bullied. 5) Pupils will know who they can talk to if they're feeling sad or being bullied. 6) Pupils will know how to make new friends. 7) Pupils will know that our differences is what makes us unique.	**Healthy Me** **Core Knowledge** 1. Pupils will know the difference between being healthy and less healthy. 2. Pupils will know how to make healthy lifestyle choices. 3. Pupils will know how to keep themselves clean and healthy. 4. Pupils will know that germs can cause disease and illness. 5. Pupils will know that medicines can be harmful if not used correctly. 6. Pupils will know how medicines can help them feel better if used safely. 7. Pupils will know how to keep safe when crossing a road. **Hinterland Knowledge**	**Changing Me** **Core Knowledge** 1. Pupils will know the changes that take place as they grow. 2. Pupils will know the life cycles of animals and humans. **3.** Pupils will know some of the changes that have taken place in them and some things that have stayed the same. 4. Pupils will know how their body has changed since they were a baby. 5. Pupils will know the parts of the body that make boys different from girls and they will use the correct terminology (penis, testicles, vulva, anus) 6. Pupils will know that learning helps to change them.

Hinterland Knowledge
• Pupils will know who they can reach out to for help.
• Pupils will know why their class contract helps everyone stay safe and happy.
• Pupils will know that bullying is not okay and that everyone should treat people with kindness.
• Pupils will know the differences between unkindness and bullying.
 	
Skills
• Pupils will develop being able to identify.
• Pupils will develop being able to recognise.
• Pupils will develop being able to empathise.
 	
Wonder
• *I wonder how I would feel if I was being bullied or saw someone being bullied.*
• *I wonder what the world would be like if everyone was the same.*
 	
Experiences & Provocations
• Pupils will experience the curriculum by:
  ○ Class discussion, drawings and creative work.
	• Pupils will know about sugar intake in relation to healthy and unhealthy eating.
	• Pupils will know about different types of play (indoor / outdoor / screen-based) and how to balance these.
	• Pupils will know about people who can help them to stay healthy (parents, doctors, dentists etc)
	• Pupils will know how rules can help to keep us safe.
	
	Skills
	• Pupils will develop being able to recall.
	• Pupils will develop being able to justify.
	• Pupils will develop being able to categorise.
	• Pupils will develop being able to empathise.
	•
	Wonder
	• *I wonder how scientists find out which foods are healthy and unhealthy…*
	• *I wonder why people are good at different things…*
	• *I wonder why some foods are healthy and others aren't.*
	
	Experiences & Provocations
	• Pupils will experience the curriculum by:
	  ○ Strong cross-curricular links through Science and PE.
		7. Pupils will know about some of the changes that have happened in their lives.
		
		Hinterland Knowledge
		• Pupils will know that everyone has similarities and differences.
		• Pupils will know that changes happen even when we don't want them to.
		• Pupls will know how to manage their feelings around change and some coping mechanisms they can use.
		
		Skills
		• Pupils will develop being able to reflect.
		• Pupils will develop being able to compare.
		• Pupils will develop being able to identify.
		• Pupils will develop being able to recall.
		•
		Wonder
		• *I wonder about changes that happen when you're older.*
		• *I wonder whether we continue to change as adults.*
		• *I wonder how else we change other than physically.*
		
		Experiences & Provocations
		• Pupils will experience the curriculum by:

○ Playground experiences – adults and playground monitors modelling and supporting respect and kind choices outside. **Vocabulary - Tier 3 Subject Specific** • Similar, different, difference, similarity, bullying, courage, deliberate, on purpose, unfair, included, bully, inclusive, special, unique, celebration.	○ Meeting people who can help to keep us healthy (school chefs, a dentist and or lunchtime supervisors). ○ **Vocabulary - Tier 3 Subject Specific** Healthy, less healthy, balanced, sleep, exercise, choices, clean, body parts, toiletries, hygienic, safe, germs, bacteria, virus, medicines, trust, stop, look, listen, wait, nervous, traffic, pavement, kerb	○ Outdoor play with role models in older year groups. ○ Looking at changes in nature as well as in humans. ○ Strong links with science – cross-curricular learning. ○ Use of songs and videos to support understanding. **Vocabulary - Tier 3 Subject Specific** Changes, life-cyle, baby, adult, human, growth, penis, testicles, vulva, vagina, anus, learn, new, feelings, anxious, excited, coping.

Year 2 PSHE & RSHE Curriculum		
Autumn Term 1	**Spring Term 1**	**Summer Term 1**
Being Me in My World **Core Knowledge** 1. Pupils will know some hopes and fears that they have for the new year. 2. Pupils will know about the rights and responsibilities that they have in their class. 3. Pupils will know about the importance of making positive contributions. 4. Pupils will know how to listen to others and think about rewards and consequences in the classroom. 5. Pupils will know how rules in the classroom help everyone to learn. 6. Pupils will know about choices and how these can lead to consequences. **Hinterland Knowledge** • Pupils will know how a classroom works and the best ways to create a positive learning environment.	**Dreams and Goals** **Core Knowledge** 1. Pupils will know how to choose a realistic goal and think about how to achieve it. 2. Pupils will know what they need to do to keep their body healthy. 3. Pupils will be able to recognize who they work well with. 4. Pupils will know how to work well in a group to create an end-product. 5. Pupils will know what it means to be relaxed and some things which help them to feel relaxed. 6. Pupils will know how to share success with other people. **Hinterland Knowledge** • Pupils will know the different groups in their own community.	**Relationships** **Core Knowledge** 1. Pupils will know the members of their family and the different relationships they have with each of them. 2. Pupils will know what physical contact they like and don't like. 3. Pupils will know that physical contact is different with different people. 4. Pupils will know about safe touch and unsafe touch. 5. Pupils will know some of the things that cause conflict between friends. 6. Pupils will know the difference between happy and uncomfortable secrets. 7. Pupils will know people that can help them in school and outside of school.

• Pupils will know who their 5 trusted adults are. • Pupils will know why we have rules in the classroom. • Pupils will know why similarities and differences are important. • Pupils will know everybody has to work cooperatively for their jobs. **Skills** • Pupils will develop being able to recognise kind behaviours • Pupils will develop being able to recognise different types of behaviour. • Pupils will develop being able to explain how someone else would feel. • Pupils will develop being able to identify when they need help. **Wonder** • *I wonder what classrooms are like in other countries....* • *I wonder what would happen in our classroom if we didn't have rules....* • *I wonder if everyone feels nervous at the start of a new year.....* **Experiences & Provocations**	• Pupils will know why it is important that we are all equal. • Pupils will know how it can be hard to persevere but it can be easier to be successful by working together. **Skills** • Pupils will develop being able to describe how communities help. • Pupils will develop being able to compare themselves to others. • Pupils will develop being able to compromise with others. **Wonder** • *I wonder why I work well with certain people.....* • *I wonder what makes a goal realistic.....* • *I wonder why people decide to persevere when their goal might have seemed unrealistic.....* **Experiences & Provocations** • Pupils will experience the curriculum by: • Working with others to create an end product. • Discussing their challenges and persevering with it.	8. Pupils will know how to express their appreciation for people that are special to them. **Hinterland Knowledge** • Pupils will know the services available if they need help. • Pupils will know who their 5 trusted adults are. • Pupils will know why similarities and differences are important. • Pupils will know how friends are similar and different. **Skills** • Pupils will develop being able to recognise kind behaviours • Pupils will develop being able to describe positive play. • Pupils will develop being able to explain how to resolve conflict. • Pupils will develop being able to explain how someone else would feel. • Pupils will develop being able to identify when they need help. **Wonder**

• Pupils will experience the curriculum by:
  ○ Creating drama to act out their skills.
  ○ Participating in their own debate.
  ○ Creating a class charter to support a good learning environment.
 	
Vocabulary - Tier 3 Subject Specific
Worries, hopes, fears, belonging, rights, responsibilities, actions, contributions, praise, reward, consequences, positive, negative, class charter, choices.
	• Working as a group and bringing different skills to the challenge.
	
	Vocabulary - Tier 3 Subject Specific
	Realistic, proud, success, achievement, perseverance, skills, goal, teamwork.
		• *I wonder what the first argument was about?*
		• *I wonder how my family is different to other families around the world...*
		
		Experiences & Provocations
		• Pupils will experience the curriculum by:
		• Creating drama to act out their skills.
		• Participating in their own debate.
		
		Vocabulary - Tier 3 Subject Specific
		Difference, diverse, special, safe, unsafe, relationship, cooperate, physical touch, communication, acceptable, unacceptable, problem solving, conflict, secret, trustworthy, honest.

Autumn Term 2	**Spring Term 2**	**Summer Term 2**
Celebrating difference **Core Knowledge** 1. Pupils will know about stereotypes that can be assumed about boys and girls. 2. Pupils will know about some ways that boys and girls are different but that everyone is different.	**Healthy Me** **Core Knowledge** **1.** Pupils will know how to sort food into the correct groups and which of these the body needs to keep healthy.	**Changing Me** **Core Knowledge** 1. Pupils will know different cycles of life in nature. 2. Pupils will know that change is a part of life and that some changes are outside of my control.

3. Pupils will know that bullying is sometimes about difference. 4. Pupils will know how to stand up for themselves in a positive way. 5. Pupils will know that it's okay to be different from others and that they can still be friends with people who are different to them. 6. Pupils will know what to do if they feel that they're being bullied. 7. Pupils will know some of the ways that they're different to their friends but that is what makes us unique. **Hinterland Knowledge** • Pupils will know the services available if they need help. • Pupils will know who their 5 trusted adults are. • Pupils will know what mental health is and why it's important. • Pupils will know what the consequences of bullying (online and offline) are. • Pupils will know why similarities and differences are important. **Skills**	2. Pupils will know how to make some healthy snacks and be able to explain why they are good for the body. 3. Pupils will be able to recognize hazards in their home, including fire risks, and how to reduce risks to keep themselves safe. 4. Pupils will know how to recognsie risks and how to keep safe around: railways, roads, water. 5. Pupils will be able to explain how safety rules protect them. 6. Pupils will know how medicines work in their body and how important it is to use them safely. **Hinterland Knowledge** • Pupils will know the medicines they have had before. Pupils will know why exercise and other activities make us feel good. • Pupils will know why some situations are riskier than others. • Pupils will know who can put on, or give them, medication. • Pupils will know how the emergency services can help. **Skills**	3. Pupils will know the changes between young to old age. 4. Pupils will know how their body has changed from a baby and where they are on the continuum of young to old. 5. Pupils will know the physical differences between boys and girls and will use the correct terminology for parts of the body (penis, anus, testicles, vagina, vulva). 6. Pupils will know about different types of touch and can explain things they like and dislike. 7. Pupils will know about acceptable and unacceptable touch. 8. Pupils will know what they're looking forward to in their new class. **Hinterland Knowledge** • Pupils will know how about differences and similarities between different people's bodies. • Pupils will know how changes happen at different times for different people. **Skills** • Pupils will develop being able to identify different emotions.

• Pupils will develop being able to explain how to resolve conflict. • Pupils will develop being able to recognise their emotions. • Pupils will develop being able to recognise different types of behaviour. • Pupils will develop being able to explain how someone else would feel. • Pupils will develop being able to identify when they need help. • Pupils will develop being able to recognise similarities and differences. • **Wonder** • *I wonder what the first argument was about?* • *I wonder where the word bully originated?* • *I wonder how many differences there are in the world?* **Experiences & Provocations** • Pupils will experience the curriculum by: • Creating drama to act out their skills. • Participating in their own debate. **Vocabulary - Tier 3 Subject Specific**	• Pupils will develop being able to explain why sleep is important. • Pupils will develop being able to describe good routines and habits. • Pupils will develop being able to identify different emotions. • Pupils will develop being able to summarise the human life cycle. • Pupils will develop being able to explain how to keep safe. • Pupils will develop being able to identify adults who can help them. **Wonder** • *I wonder what people did before dentists?* • *I wonder when the emergency services started?* • *I wonder what the longest time someone has been asleep is?* • *I wonder why bears hibernate and humans do not?* • *I wonder how many emotions there are?* **Experiences & Provocations** • Pupils will experience the curriculum by: • Completing a walk around the school and identifying potential unsafe situations. • Creating freeze frames of their routines.	• Pupils will develop being able to summarise the human life cycle. • Pupils will develop being able to describe how the body changes. • Pupils will develop being able to identify body parts. • Pupils will develop being able to describe what a dangerous situation is. • Pupils will develop being able to explain how to keep safe. • Pupils will develop being able to identify adults who can help them. **Wonder** • *I wonder why we change as we get older.....* • *I wonder how an animal's life cycle is different to a human....* • *I wonder why adults get wrinkles.....* **Experiences & Provocations** • Pupils will experience the curriculum by: • Thinking about adults in their lives and how they're different to them and each other.

Friend Relationship Argument Behaviour Emotions Pressure Uncomfortable Unsafe Bullying Cooperate Discussion Similarity Difference Diversity Bystander Stereotypes	**Vocabulary - Tier 3 Subject Specific** Healthy choices, lifestyle, motivation, relaxation, calm, stress, medicines, dangerous, balanced diet, portions, nutritious, energy.	• Creating freeze frames of different ages. **Vocabulary - Tier 3 Subject Specific** Life cycle, control, baby, adult, old age, elderly, change, physical, independent, timeline, freedom, responsibilities, private, penis, testicles, vagina, anus, vulva, comfortable, uncomfortable.

Year 3 PSHE & RSHE Curriculum		
Autumn Term 1	**Spring Term 1**	**Summer Term 1**
Being Me in My World **Core Knowledge** 1. Pupils will know how to recognize their own worth and identify positive things about themselves. 2. Pupils will know how to set personal goals.	**Dreams and Goals** **Core Knowledge** 1. Pupils will know about people who have faced difficulties and challenges and overcome them. 2. Pupils will know about a dream/ambition that they have and that is important to them.	**Relationships** **Core Knowledge** 1. Pupils will know about the roles and responsibilities of people in their family and can reflect on the expectations for males and females. 2. Pupils will know some of the skills of friendship such as turn-taking.

3. Pupils will know how to face new challenges positively and ask for help when they need it. 4. Pupils will understand why rules are needed and how they relate to rights and responsibilities. 5. Pupils will understand that their actions affect themselves and others. 6. Pupils will know how to make responsible choices. 7. Pupils will understand the importance of trying to see things from others' point of view. **Hinterland Knowledge** • Pupils will know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • Pupils will know about mutual respect and tolerance • Pupils will know that everyone is different and everyone has different strengths. **Skills**	3. Pupils will know how to break down a task into achievable steps. 4. Pupils will know how to be motivated and excited about a difficult task using a growth mindset. 5. Pupils will know about obstacles that can stand in the way of their goal and work out ways to overcome them. 6. Pupils will know how to be reflective of what they achieve and work out ways to be more successful the next time. **Hinterland Knowledge** • Pupils will know how to set goals that they would like to achieve this year e.g. learn a new hobby • Pupils will explore and discuss different types of jobs that they are interested in. **Skills** • Pupils will develop being able to work as a team and compromise with others. • Pupils will develop being able to be resilient. • Pupils will develop being able to identify the skills needed in certain jobs **Wonder** • *I wonder what job I will do when I grow up*	3. Pupils will know strategies to help them to keep safe online. 4. Pupils will know how some of the actions and work of people around the world help and influence my life. 5. Pupils will know that media doesn't always show complete information. 6. Pupils will know how needs and rights are shared by children around the world. 7. Pupils will know how to express appreciation to friends and family. **Hinterland Knowledge** • Pupils will know about bullying online, and the similarities and differences to face-to-face bullying • Pupils will know about the effects and consequences of bullying for the people involved • Pupils will know how to model friendly behaviour in different situations e.g. at home, at school, online • Pupils will know what it means to treat others, and be treated, politely

1. Pupils will develop being able to recognise strengths in themselves and others.
2. Pupils will develop being able to know who to talk to about things that are worrying them.

Wonder

I wonder how our school motto could help us with our learning

I wonder how we can link our British Values help us to understand our learning

Experiences & Provocations

Pupils will experience the curriculum by:

a. Using stories and photos to explore ideas
b. Having discussions about different topics
c. Creating a class charter to support with facing challenges and creating a class community.

Vocabulary - Tier 3 Subject Specific

Welcome, valued, achievements, personal goal, acknowledgement, solutions, support, rights, responsibilities, consequences, fairness, choices, co-operate, belonging

- *I wonder what different types of job there are*
- *I wonder how you could train to do .... job*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Exploring videos, stories and photos of different jobs/dreams.
- Have discussions and ask questions to explore topics further.

Vocabulary - Tier 3 Subject Specific

Perseverence, challenges, goals, success, obstacles, ambition, future, teamwork, responsible, motivated, enthusiastic, frustrations, solution.

- Pupils will know the ways in which people show respect and courtesy in different cultures and in wider society

Skills

- Pupils will develop being able to identify what boundaries and privacy are
- Pupild will develop being able to explain the importance of respect and self-respect.
- Pupils will develop being able to compare the similarities and differences between different behaviours

Wonder

- *I wonder how children's lives in other countries are different to mine.*
- *I wonder how families' responsibilities have changed over time.*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Using stories and photos to explore ideas

		• Having discussions about different topics **Vocabulary - Tier 3 Subject Specific** Responsibilities, differences, respect, stereotypes, careers, conflict, solution, friendship, safe, unsafe, internet, social media, gaming, global, communications, climate, trade, inequality, justice, age-restriction, in-app purchases, location settings, personal information
Autumn Term 2	**Spring Term 2**	**Summer Term 2**
Celebrating differences **Core Knowledge** 1. Pupils will know that everyone's family is different and that everyone's family is important to them. 2. Pupils will know that differences and conflict can arise in families. 3. Pupils will know what it means to be a witness to bullying and that witnesses can make the situation better or worse depending on their actions. 4. Pupils will know that words can be used in a kind or hurtful way.	**Healthy Me** **Core Knowledge** 1. Pupils will know how exercise affects the body and that the heart and lungs are important organs. 2. Pupils will know that the amount of fat, calories and sugar that people put in their body affects their health. 3. Pupils will know about different attitudes towards drugs focusing on the safety around healthy drugs and age limits around alcohol and tobacco.	**Changing Me** **Core Knowledge** 1. Pupils will know that both animals' and humans' bodies change from birth to old age. 2. Pupils will know that in mammals the female carries the baby. 4. Pupils will know how boys' and girls' bodies change on the outside and the inside as they grow up and they develop so that they can have babies in the future.

5. Pupils will know about words that they've used and how this has impacted someone's feelings. **Hinterland Knowledge** • Pupils will know that being part of a family provides support, stability and love • Pupils will know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • Pupils will know about mutual respect and tolerance **Skills** 1. Pupils will develop being able to recognise and identify different types of families 2. Pupils will develop being able to know who to talk to about things that are worrying them. **Wonder** *I wonder what different types of families we have in our class* *I wonder how families are the same and different in other cultures.....*	4. Pupils will know about strategies to help them to stay safe. 5. Pupils will know about the emergency services and how to call for help. 5. Pupils will know and be able to identify how they feel when they're safe and unsafe. 6. Pupils will know how important it is to look after their bodies. **Hinterland Knowledge** • Pupils will know about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy • Pupils will know about choices and what might negatively influence them • Pupils will know about habits and that sometimes they can be maintained, changed or stopped • Pupils will know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle **Skills** • Pupils will develop being able to recognise different emotions and feelings	5. Pupils will know that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy. 6. Pupils will know some simple ways of keeping clean which helps with overall health and protection from some infections. 7. Pupils will start to recognize stereotypical ideas that may exist about parenting and family roles. 8. Pupils will be able to identify what they are looking forward to about moving to the next class. **Hinterland Knowledge** • Pupils will know how to apply the British Values of Rule of law (thinking about why we have laws and rules and considering what life would be like with no laws and rules), and Democracy (think about how laws and rules come about and how they are decided upon) • Pupils will know how change is a part of life and something that happens to everyone.

Experiences & Provocations Pupils will experience the curriculum by: • Using stories and photos to explore ideas • Having discussions about different topics **Vocabulary - Tier 3 Subject Specific** Family, safe, connected, special, differences, conflict, solutions, resolve, witness, bystander, bullying, banter, consequences, hurtful, compliment, unique.	• Pupils will develop being able to identify strategies to manage feelings and emotions • Pupils will develop being able to explain the importance of a healthy diet and exercise **Wonder** • *I wonder how zones of regulation can help to understand feelings and emotions* • *I wonder what happens to you when you sleep* • *I wonder what happens to your body when you exercise* **Experiences & Provocations** • Pupils will experience the curriculum by: • Exploring videos, stories and photos to a healthy lifestyle • Have discussions and ask questions to explore topics further. **Vocabulary - Tier 3 Subject Specific** Oxygen, energy, calories, heartbeat, lungs, heart, exercise, sugar, fat, saturated fat, drugs, healthy, attitude, emergency, emergency services, harmful.	• Pupils will know that everyone is different and that this should be celebrated. **Skills** • Pupils will develop being able to summarise information about changes to the body. • Pupils will develop being able to reflect on stereotypes and how they have changed over time. **Wonder** • *I wonder what people used to think about families in the past.* • *I wonder how my body will continue to change over time.* **Experiences & Provocations** • Pupils will experience the curriculum by: • Exploring videos, stories and photos of changes from a baby to old age. • Have discussions and ask questions to explore topics further. **Vocabulary - Tier 3 Subject Specific** Changes, birth, uterus, womb, nutrients, survive, affection, puberty, testicles, penis,

		ovaries, egg, vagina, genitals, breasts, personal hygiene, pubic hair, female, male, stereotypes, challenge.

Year 4 PSHE & RSHE Curriculum		
Autumn Term 1	**Spring Term 1**	**Summer Term 1**
Being Me in My World **Core Knowledge** 1. Pupils will know how their attitudes and actions make a difference to the class team. 2. Pupils will know that everyone has roles and responsibilities to making up our school community and how they fit into that. 3. Pupils will know how democracy works in our school community.	**Dreams and Goals** **Core Knowledge** 1. Pupils will know some of their hopes and dreams and how they differ to other people's. 2. Pupils will know that sometimes hopes and dreams don't happen and that it is normal to feel upset about this. 3. Pupils will know that reflecting on good things will help them feel better when facing disappointment.	**Relationships** **Core Knowledge** 1. Pupils will know about situations that can cause jealousy in relationships. 2. Pupils will know how to identify someone that they love and why they're special to them. 3. Pupils will know about loss and the emotions that this can cause. 4. Pupils will know that friendships can change, that they can make new friends and that they may need to

4. Pupils will know about empathizing with others and will understand how others are feeling in situations. 5. Pupils will know how groups come together to make decisions. 6. Pupils will know how democracy benefits the school community. **Hinterland Knowledge** 1. Pupils will be able to identify community groups working in their own town, district, county and country 2. Pupils will be able to reflect on their actions and their impact. **Skills** -Pupils will be able to recognise that they belong to different communities as well as the school community -Pupils will know how to show compassion towards others in need and the shared responsibilities of caring for them **Wonder** *I wonder what this work has to do with our own school values?* *I wonder what this work has to do with our school motto?*	4. Pupils will know how to alter a plan and set new goals when things don't work out. 5. Pupils will know how to break a task down into steps to achieve a goal. 6. Pupils will know how to identify the contributions made by themselves and others to the whole group's achievement. **Hinterland Knowledge** 1. Pupils will be able to consider other people who have had goals that weren't achieved and what they did next. 2. Pupils will be able to think about different ways to reflect on past experiences to help them in the future. **Skills** -Pupils will develop being able to reflect on previous experiences -Pupils will develop being able to emphasise with others who have not been able to reach their goal. -Pupils will develop being able to explain some reasons that people might not be able to reach their goals. **Wonder**	manage conflict in their friendship groups. 5. Pupils will know about boyfriends and girlfriends and the special relationship that they may have when they're older. 6. Pupils will know how to show appreciation to people who are special in their lives. **Hinterland Knowledge** 1. Pupils will understand about the heightened emotions around jealousy and the way that this can affect behaviour. 2. Pupils will know that sometimes it's healthy to start a new friendship if previous friendships can't be resolved. 3. Pupils will know some ways to deal with the feelings of loss and bereavement. **Skills** -To develop being able to reflect on their emotions and how these can impact relationships.

WCPS PSHCE & RSE Curriculum: EYFS – Year 6

I wonder what this work has to do with the fundamental British Values? **Experiences & Provocations** Pupils will experience the curriculum: • Within formally taught PSHE and RSE lessons • Through whole school and key stage assemblies • Through Daily 5 activity • Through their daily lived experience in and around school **Vocabulary - Tier 3 Subject Specific** Included, excluded, class charter, community, democracy, responsibility, rights, voting, contribution, UN convention on the rights of the child.	*I wonder what this work has to do with our own school values?* *I wonder how people continue to make new goals when they've faced disappointment.* *I wonder if anyone in life ever reaches all the goals that they set themselves.....* **Experiences & Provocations** Pupils will experience the curriculum: • Within formally taught PSHE and RSE lessons • Through whole school and key stage assemblies • Through Daily 5 activity • Through their daily lived experience in and around school **Vocabulary - Tier 3 Subject Specific** Perseverance, resilience, positivity, disappointment, goals, plans, self-belief, motivation, commitment, cooperation, learning.	-To develop being able to empathise with others who are going through a difficult time. **Wonder** *I wonder whether everyone experiences jealousy?* *I wonder what I can do to make my new friendships more successful than previous friendships?* **Experiences & Provocations** Pupils will experience the curriculum: • Within formally taught PSHE and RSE lessons • Through whole school and key stage assemblies • Through Daily 5 activity • Through their daily lived experience in and around school **Vocabulary - Tier 3 Subject Specific** Relationship, jealousy, problem, loss, denial, anger, sadness, hopelessness, depression, insecure, memento, memories, remember, negotiation, compromise, loyalty, empathy, attraction, pressure.
Autumn Term 2	**Spring Term 2**	**Summer Term 2**

WCPS PSHCE & RSE Curriculum: EYFS – Year 6

WYMONDHAM COLLEGE PREP SCHOOL

Celebrating Differences	Healthy Me	Changing Me
Core Knowledge 1. Pupils will know that sometimes people make assumptions based on how others look and that this is not okay. 2. Pupils will know that people make assumptions everyday about others and think about assumptions that they make. 3. Pupils will know that sometimes bullying is hard to stop and will know what to do if they think someone might be being bullied. 4. Pupils will know reasons why sometimes bystanders don't tell on the 'bully' and why it can be easier to join in. 5. Pupils will know that everyone is unique and will be able to positively talk about some of their differences. 6. Pupils will know about first impressions and that these can sometimes be wrong. They will be able to explain a time when their first impression of someone was wrong. **Hinterland Knowledge** 1. Pupils will know the difference between being friends and being friendly	**Core Knowledge** 1. Pupils will know how different friendship groups are formed and how they fit into those groups. They will know which friendships are most important to them. 2. Pupils will know that there are leaders and followers in friendship groups and these might change depending on the situation. 3. Pupils will know the facts about smoking and vaping and how this can impact someone's health. They will know some reasons that people choose to smoke. 4. Pupils will know the facts about alcohol and the effects on health, particularly the liver and why people choose to drink alcohol. 5. Pupils will know about the feelings of being put under pressure and ways to resist this. 6. Pupils will know about their morals and values and what they see as right and wrong. **Hinterland Knowledge** Pupils will know about the difficulties that leaders and followers can cause in a friendship and how important it is that everyone is valued.	**Core Knowledge** 1. Pupils will know that lots of things make up a person's identity and this is what makes them unique. 2. Pupils will be able to describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. 3. Pupils will know that there are many types of family and that often our family members form part of our inner circle. 4. Pupils will know that there are trusted people they can turn to if they need help and support as they grow up and go through puberty. 5. Pupils will know how the circle of change works and be able to apply it to changes they want to make in their life. 6. Pupils will be able to identify changes that have been and may continue to

2. Pupils will understand that it is possible to be friendly to everyone without necessarily having to consider everyone as a friend
3. Know when 'banter' might be acceptable but also understand the risks of dismissing behaviours as 'banter' or as 'only joking'
4. Pupils will know about the importance of the bystander and how to help make the situation better.

Skills

-Be able to seek support with relationships if they feel lonely or excluded
-Be able to communicate respectfully with friends when using digital devices
-Be able to act accordingly if they are worried about any contact online
-Be able to say 'stop' if they are asked to do something that they believe as being not right or unsafe
-Be able to respond if they witness or experience hurtful behaviour or bullying, including online

Wonder

Skills

-Be able to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
-Be able to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break. Pupils will be able to know how to ask for help or advice

Wonder

I wonder why smoking was invented if it's not good for you.....
I wonder if friendship groups have to have leaders and followers.....

Experiences & Provocations

Pupils will experience the curriculum:

- Within formally taught PSHE and RSE lessons
- Through whole school and key stage assemblies
- Through Daily 5 activity
- Through their daily lived experience in and around school

Vocabulary - Tier 3 Subject Specific

be outside of their control and strategies to accept this.

7. Pupils will be able to identify what they are looking forward to when they move to a new class.

Hinterland Knowledge

1. Pupils will know different ways to maintain physical and mental health
2. Pupils will know practical ways to manage puberty including who to talk to if they need help in school.

Skills

- Be able to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
- Be able to identify external genitalia and reproductive organs about the physical and emotional changes during puberty

Wonder

I wonder why the age of puberty has decreased.....

Experiences & Provocations

I wonder how I would feel if I helped to make a situation better? *I wonder whether people have always made assumptions and how these assumptions have changed over time?* **Experiences & Provocations** Pupils will experience the curriculum: • Within formally taught PSHE and RSE lessons • Through whole school and key stage assemblies • Through Daily 5 activity • Through their daily lived experience in and around school **Vocabulary - Tier 3 Subject Specific** Included, excluded, appearance, assumption, bystander, characteristics, deliberate, empathy, impression, influence, judgement, respect, witness	Friendships, emotions, healthy, relationships, value, roles, assertive, smoking, vaping, guilt, pressure, advice, alcohol, liver, disease, right, wrong.	Pupils will experience the curriculum: • Within formally taught PSHE and RSE lessons • Through whole school and key stage assemblies • Through Daily 5 activity • Through their daily lived experience in and around school **Vocabulary - Tier 3 Subject Specific** Parents, genes, egg, sperm, ovaries, womb, characteristics, mannerisms, puberty, menstrual cycle, periods, vulva, ovaries, hormones, emotions, control, change, acceptance

WCPS PSHCE & RSE Curriculum: EYFS – Year 6

Year 5 PSHE & RSHE Curriculum		
Autumn Term 1	**Spring Term 1**	**Summer Term 1**
Being Me in My World **Core Knowledge** 1. Pupils will know how to face new challenges positively and how to set new goals. 2. Pupils will know about the rights and responsibilities they have as a citizen of this country. 3. Pupils will know how different people living in this country have different experiences. 4. Pupils will know how their actions affect others. 5. Pupils will know how their actions lead to rewards and consequences and will make choices based on this. 6. Pupils will know how an individual's behaviour can affect a group. 7. Pupils will know how democracy helps to create a community and know how to participate in this. **Hinterland Knowledge**	**Dreams and Goals** **Core Knowledge** 1. Pupils will know that they will need money to help them to reach some of their dreams. 2. Pupils will know that there are different ways that people's spending decisions can affect others and the environment, and that things have different values. 3. Pupils will know a range of different jobs and be able to think critically about the information they see about them online. 4. Pupils will know about the dreams and goals that some people from other cultures have and how this is similar or different to their own. 5. Pupils will know that we can learn from people from other cultures and they will know ways that we could support each other. 6. Pupils will know how important it is to support others to reach their goals and about different ways that they could do this. **Hinterland Knowledge**	**Relationships** **Core Knowledge** 1. Pupils will be able to form an accurate picture of who they are as a person in terms of their characteristics and personal qualities. 2. Pupils will know that belonging to an online community can have positive and negative consequences. 3. Pupils will know that there are rights and responsibilities in an online community, social network or online game. 4. Pupils will know how to recognize when they are spending too much time using devices (screen time). 5. Pupils will be able to explain how to stay safe when using technology to communicate with friends. 6. Pupils will know that they have rights about their personal data. **Hinterland Knowledge**

• Pupils will know the different types of discrimination – racism, sexism, homophobia • Pupils will know how to speak to adults in school and know the DSLs to speak to • Pupils will know how democracy works in the country as well as the school and the benefits of this. **Skills** • Pupils will develop being able to explain • Pupils will develop being able to judge • Pupils will develop being able to justify • Pupils will develop being able to empathise **Wonder** • *I wonder how situations are dealt with in school and in wider society* • *I wonder who to speak to if I have concerns.* • *I wonder how to challenge situations respectfully without putting myself at risk.* **Experiences & Provocations** • Pupils will experience the curriculum by:	• Pupils will know how resources are allocated in their local area. • Pupils will know the difference between local areas and the resources available depending on where you live. • Pupils will know what the most common jobs are in the area and compare it to other places. **Skills** • Pupils will develop being able to explain. • Pupils will develop being able to justify. • Pupils will develop being able to empathise. • Pupils will develop being able to compare. **Wonder** • *I wonder how resources are used in our area.* • *I wonder how I can help my local environment.* • *I wonder what jobs people do around Wymondham.* **Experiences & Provocations** • Pupils will experience the curriculum by: • Helping their local environment in a project. **Vocabulary - Tier 3 Subject Specific**	• Pupils will know how to use reliable sources when researching. • Pupils will know why some media promotes stereotypes and uses fake news. • Pupils will know how to report unsafe content online. **Skills** • Pupils will develop being able to identify. • Pupils will develop being able to recognise. • Pupils will develop being able to explain. • Pupils will develop being able to evaluate. • Pupils will develop being able to judge. **Wonder** • *I wonder why media promotes stereotypes and fake news.* • *I wonder how I make sure facts I research are true.* • *I wonder how I react if I see something unsafe online.*

• Linking it to our own school environment. • Thinking about democracy in our country and in the world. **Vocabulary - Tier 3 Subject Specific** Education, appreciation, opportunity, leadership, challenge, rights, responsibilities, citizenship, denied, refugee, persecution, asylum, migrant, poverty, wealth, prejudice, collaboration.	Dream, money, lifestyle, career, profession, salary, contribution, society, motivation, culture, inequality, aspiration, sponsorship	**Experiences & Provocations** • Pupils will experience the curriculum by: • Discussing the positives and negatives of the internet and media. • Being detectives into whether websites are to be trusted or not. **Vocabulary - Tier 3 Subject Specific** Self-esteem, responsibility, age restrictions, social network, online community, online, offline, fake news, age restrictions, gaming, gambling, trolled, screen time.
Autumn Term 2	**Spring Term 2**	**Summer Term 2**
Celebrating difference **Core Knowledge** 1. Pupils will know that cultural differences can sometimes cause conflict. 2. Pupils will know what racism is. 3. Pupils will know that rumour spreading and name calling are types of bullying behaviour. 4. Pupils will know the difference between direct and indirect forms of bullying.	**Healthy Me** **Core Knowledge** 1. Pupils will know the risks of smoking and vaping, and how tobacco can harm the lungs, liver and heart. 2. Pupils will know the risks of alcohol including leading to anti-social behaviour and the negative effects on the heart and the liver. 3. Pupils will know how to put into practice basic emergency aid procedures and know to contact the emergency services for help.	**Changing Me** **Core Knowledge** 1. Pupi Pupils will be aware of their own self-image and how their body image fits into that. 2. Pupils will know the importance of looking after ourselves physically and emotionally. 3. Pupils will be able to describe how boy's and girls' bodies change during puberty.

5. Pupils will know how to compare their lives to people's lives in the developing world. 6. Pupils will know and reflect on different cultures to their own. **Hinterland Knowledge** • Pupils will know what to do if they come across bullying or any type of discrimation. • Pupils will know how racism and discrimination have changed over time. • Pupils will know about online forms of bullying. **Skills** • Pupils will develop being able to recognise • Pupils will develop being able to explain • Pupils will develop being able to identify • Pupils will develop being able to empathise. **Wonder** • *I wonder how to tackle direct and indirect forms of bullying.* • *I wonder why some people discriminate against others.*	4. Pupils will know that the media, social media and celebrities promote certain body images. 5. Pupils will know that people have different attitudes towards foods which may come from external influences. 6. Pupils will know what makes a healthy lifestyle and the choices that they need to make to be happy. **Hinterland Knowledge** • Pupils will know *how to speak to safe adults in the school if they're concerned for there's or someone else's safety.* • Pupils will know how to keep themselves safe in positive risk-taking situations as well as negative. • Pupils will know how to take care of others. **Skills** • Pupils will develop being able to identify. • Pupils will develop being able to summarise • Pupils will develop being able to explain. • Pupils will develop being able to empathise. **Wonder** • *I wonder how to look after other people.*	4. Pupils will understand that sexual intercourse can lead to conception and that is how babies are usually made. 5. Pupils will understand that some people need IVF to help them have a baby. 6. Pupils will be able to identify what they are looking forward to about becoming a teenager and understand that this brings growing responsibility. 7. Pupils will be able to identify what they are looking forward to when they move to their next class. **Hinterland Knowledge** • Pupils will know that everyone is different and bodies will change at different rates. • Pupils will know how to speak to adults in school and know the DSLs to speak to **Skills** • Pupils will develop being able to explain • Pupils will develop being able to judge

• *I wonder what similarities there are between my life and the life of someone living in a developing country.* **Experiences & Provocations** • Pupils will experience the curriculum by: • Role play • Scenarios • Linking it to their experiences in school currently and past experiences. **Vocabulary - Tier 3 Subject Specific** Culture, conflict, difference, similarity, belong, banter, racism, discrimination, prejudice, homophobic, cyber bullying, texting, indirect, direct, developing world, continuum.	• *I wonder why people choose to do things which can damage their bodies.* • *I wonder how to speak to adults.* **Experiences & Provocations** • Pupils will experience the curriculum by: • Learning basic first aid. • Using role play • Using scenarios. **Vocabulary - Tier 3 Subject Specific** Healthy behaviour, less healthy behaviour, informed decision, pressure, media, influence, smoking, vaping, alcohol, recovery position, emergency, body image, social media, altered.	• Pupils will develop being able to justify • Pupils will develop being able to empathise **Wonder** • *I wonder whether puberty is the same all over the world.* • *I wonder who to speak to if I have concerns.* **Experiences & Provocations** • Pupils will experience the curriculum by: • Linking it to our own school environment. • Having open conversations where pupils feel comfortable to ask questions. **Vocabulary - Tier 3 Subject Specific** Self-image, self-esteem, affirmation, puberty, menstruation, periods, ejaculation, wet dreams, facial hair, growth spurt, hormones, teenager, milestone, responsibilities, contraception, embryo, consent, fallopian tube, fertilization, IVF

Year 6 PSHE & RSHE Curriculum		
Autumn Term 1	**Spring Term 1**	**Summer Term 1**
Being Me in My World **Core Knowledge** 1. Pupils will know how to set goals for the year and will know that worries about the coming year are normal and will be able to express these. 2. Pupils will know about the universal rights for children and will know that for some children, these rights aren't met. 3. Pupils will know how actions can affect people nationally and globally. 4. Pupils will know about their rights and responsibilities and how these link to the choices that they make with their behaviour linking to rewards and consequences. 5. Pupils will know that an individual's behaviour can affect the group. 6. Pupils will know how democracy can positively impact the school community. **Hinterland Knowledge**	**Dreams and Goals** **Core Knowledge** 1. Pupils will know their learning strengths and can set themselves achievable goals that challenge them. 2. Pupils will know how to motivate themselves and to create learning steps to help them to meet their goals. 3. Pupils will know the problems in the world that concern them and can talk to other people about them. 4. Pupils will know that in order to make the world a better place that people have to work together. 5. Pupils will know what people in the class admire about them and can accept praise. **Hinterland Knowledge** • Pupils will know how to work together to meet their goals. • Pupils will think about problems in school and solutions to resolve them.	**Relationships** **Core Knowledge** 1. Pupils will know that struggling with mental health is nothing to be ashamed of and will know how important it is to look after their mental health. 2. Pupils will know how to help themselves and others if they're struggling with their mental health. 3. Pupils will know about the different stages of grief and that there are different types of loss that cause grief. 4. Pupils will know how to notice situations in which someone is trying to gain power or control over others. 5. Pupils will know how to judge whether something is safe and helpful online. 6. Pupils will know how to use technology positively and safely when

- Pupils will know how democracy differs in other countries.

Skills
- Pupils will develop being able to explain
- Pupils will develop being able to empathise

Wonder
- *I wonder how I can go about achieving my goals.....*
- *I wonder whether all children have the right to democracy in schools.....*

Experiences & Provocations
- Pupils will experience the curriculum by:
- Learning about the UN and the rights of the child in humanities.
- Use photos, videos
- Explore news stories and case studies

Vocabulary - Tier 3 Subject Specific
Choice, Ghana, cocoa plantations, education, community, democracy, empathy, opportunity, consequences, obstacles, collaboration, legal, illegal.

Skills
- Pupils will develop being able to observe
- Pupils will develop being able to judge
- Pupils will develop being able to summarise.

Wonder
- *I wonder how people I admire reach their goals.*
- *I wonder what goals I'd need to set to reach my chosen career.*
- *I wonder whether it's easy for everyone to set goals to reach their dreams or whether it makes a difference where you live in the world.*

Experiences & Provocations
- Pupils will experience the curriculum by:
- Discussing and exploring different case studies
- Using online resources

Vocabulary - Tier 3 Subject Specific
Dream, learning, challenge, barrier, admiration, realistic, achievement, learning steps, suffering, global, issue, contribution, recognition.

communicating with their friends online.

Hinterland Knowledge
- Pupils will know about the benefits of safe internet use
- Pupils will know how to report inappropriate online content or contact
- Pupils will know how money can be gained or lost e.g. stolen, through scams etc...

Skills
- Pupils will develop being able to justify
- Pupils will develop being able to interpret
- Pupils will develop being able to empathise.

Wonder
- *I wonder why people start gambling?*
- *I wonder why there are age restrictions?*
- *I wonder what happens when people take your personal information, online?*

Experiences & Provocations

		• Pupils will experience the curriculum by: • Researching the internet • Reading case studies and newspaper articles • Using videos **Vocabulary - Tier 3 Subject Specific** Mental health, stigma, support, stress, loss, grief, denial, despair, guilt, shock, anger, acceptance, power, control, authority, bullying, assertive, risks, pressure, influences, self-control, AI, communication, technology
Autumn Term 2	**Spring Term 2**	**Summer Term 2**
Celebrating Difference **Core Knowledge** 1. Pupils will know that there are different perceptions to what normal is and that everyone is different and that's okay. 2. Pupils will know why some people are considered different and the way that this can make them feel. 3. Pupils will know about different ways that someone can have power over	**Healthy Me** **Core Knowledge** 1. Pupils will know how to take responsibility for their health and make choices to support their health and wellbeing. 2. Pupils will know about different types of drugs and their effects on the body. 3. Pupils will know about exploitation and that people can be made to do things that are against the law.	**Changing Me** **Core Knowledge** 1. Pupils will know about their own self-image and that body image is a part of this. 2. Pupils will know about the changes to boys' and girls' bodies during puberty and the emotional and physical impact that this has. 3. Pupils will know how a baby develops from conception through to the nine

others and what to do in these situations. 4. Pupils will know why some people use bullying behaviours. 5. Pupils will know that people with disabilities can lead amazing lives and will know stories of this happening. 6. Pupils will know why difference can be a source of conflict as well as a celebration. **Hinterland Knowledge** • Pupils will know that everyone is unique. • Pupils will know that there are many different types of 'difference' and will know examples of these. **Wonder** • *I wonder what different cultures view as 'normal'.* • *I wonder what would happen if no one was discriminated against because of their differences.* • *I wonder how the Equality Act supports people with disabilities...* **Experiences & Provocations** • Pupils will experience the curriculum by:	4. Pupils will know about gangs and the risks that are linked to them. 5. Pupils will know what it means to be 'emotionally well' and are aware of attitudes towards mental health/illness. 6. Pupils will know about stress and the triggers that can cause this and the link between this and drugs and alcohol. **Hinterland Knowledge** • Pupils will know about the risks and effects of different drugs • Pupils will know how to ask for help if they need it. • Pupils will know about peer pressure and the effect that this can have on their ability to make the right choices. **Skills** • Pupils will develop being able to justify • Pupils will develop being able to critique • Pupils will develop being able to reason • Pupils will develop being able to evaluate **Wonder** • *I wonder why people start taking drugs and drinking alcohol?*	months of pregnancy and how a baby is born. 4. Pupils will know that physical attraction can change the nature of the relationship between two people and will understand about being in a romantic relationship. 5. Pupils will know about consent and the age of consent. 6. Pupils will know how to maintain their own identity as well as having positive relationships with others. 7. Pupils will know about the importance of self-esteem and ways that they can develop this. 8. Pupils will know about the transition to secondary school and what they're looking forward to and the worries that they might have. **Hinterland Knowledge** • Pupils will know how to recognise some of the changes as they grow up e.g. increasing independence • Pupils will know how to identify the links between love, committed relationships and conception

• Talking about their own experiences • Using case studies **Vocabulary - Tier 3 Subject Specific** Normal, disability, visual impairment, perception, assumption, Equality Act, empathy, imbalance, harassment, Paralympian, accolade, stamina, admiration.	• *I wonder if someone will try and pressure me to take drugs?* • *I wonder what would happen if someone tried to get me to join a gang?* **Experiences & Provocations** • Pupils will experience the curriculum by: • Exploring news stories and articles • Exploring different scenarios and using role play **Vocabulary - Tier 3 Subject Specific** Responsibility, choice, prevention, prescribed, motivation, unrestricted, illegal, substances, psychoactive substances, synthetic highs, vulnerable, drugs, criminal, anti-social behaviour, triggers, pressure.	• Pupils will know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • Pupils will know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • Pupils will know that pregnancy can be prevented with contraception • Pupils will know about the responsibilities of being a parent or carer and how having a baby changes someone's life **Skills** • Pupils will develop being able to sequence • Pupils will develop being able to describe • Pupils will develop being able to explain **Wonder** • *I wonder what happens as a baby grows in its mother's womb?* • *I wonder how a baby is made?*

		• *I wonder whether high school will be really different to primary school....* **Experiences & Provocations** • Pupils will experience the curriculum by: • Using videos, diagrams and books • Using suggestion/question boxes • **Vocabulary - Tier 3 Subject Specific** Celebrity, self-esteem, contraception, conception, sexual intercourse, consent, puberty, pregnancy, placenta, embryo, foetus, umbilical cord, contractions, labour, caesarean, independence, identity, values