CYCLE A

RSE & PSHE Knowledge **What do we need to learn?**	**How are we learning this, through real-life, personal experiences?**
Y1&2	
Connecting with others: How can I help myself and others feel happy and safe? • Describe what makes them special. • Notice what makes others special. • Identify how families show love and care. • Name places and people that help them feel safe. • Identify a trusted adult. • Name the qualities of a good friend. • Choose kind, polite ways to solve disagreements. • Explain how speaking kindly and politely can make people feel. • Demonstrate kind and respectful behaviour whilst working in a group.	• Special Me Bag • Classroom Helpers • Kind Eyes Activity • Safe Places Walk — walk around school and identify safe spots (office, library, classroom). • Ask for Help Role-play • Friendship Bracelets — pupils make a bracelet for a friend and say one kind thing about them. • Feelings Faces • Kind vs Unkind Voice Game • Group Building Challenge
The online world: How do we spend time online? • Recognise different ways they go online in everyday life. • Understand that many online activities can also be done in person and that being online can sometimes distract us from those activities. • Recognise that polite behaviour online is the same as polite behaviour in person. • Explain why it is important to balance screen time with in-person activities. • Recognise when something online is not meant for children and know to stop and tell a trusted adult. • Can explain simple ways to help stay safe online.	• Technology Walk • Real vs Online Matching • Kind or Unkind? • Role-play Chats • Screen Time Balance Chart • Healthy Day Sorting • Movement Breaks • Safe or Unsafe? Game
Health protection: How can I protect myself and others in daily life?	• Glitter Germs • Germ Hunt • Handwashing Song

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• Describe germs as tiny living things that can spread between people and surfaces and cause illness. • Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned. • Choose suitable clothing for different weather conditions. • Describe how to stay safe in hot weather. • Name a range of health workers and explain ways they help prevent illness. • Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong. • Recognise that telling an adult helps keep them safe and healthy, giving key information about their discomfort. • Identifying which injuries need to be reported to an adult immediately. • Recognise when an injury or illness is an emergency. • Knowing that 999 should be called in a medical emergency.	• Real-life Routine — wash hands before snack, after play, after toilet — reinforce daily habits. • Weather Dressing Game • Weather Walk — go outside and talk about what clothing would help today. • Shade Hunt. • Health Worker Visit • Feelings Faces • Emergency or Not? Game
Staying safe: How can I stay safe? • Identify common items in the home that are safe and unsafe for children and explain simply how they could cause harm. • Name things that are safe or unsafe to put in or on their body. • Describe and use simple safety rules in familiar places such as the home and school. • Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable. • Describe how to stay safe near roads. • Follow the steps ‘Stop, Look, Listen, Think’ to explain how to cross a road safely with a trusted adult. • Name some trusted adults at home and at school and say who they could go to for help in different places.	• Danger Spotting • Safe/Unsafe Sorting Game • Medicine Safety Talk • Safety Rules Walk • Road Safety Walk • Traffic Spotting • Help Scripts • Help Cards

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• Use simple, clear phrases to ask a trusted adult for help.	
Connecting with others: How can I build safe, kind and caring relationships with others? • Identify similarities and differences between themselves and others. • Recognise that everyone has unique qualities which make them special. • Explain why kindness towards people who are different is important. • Comment or answer questions about families with respect for others. • Ask for help with a falling-out if they need it. • Say when something feels okay or not okay. • Know it is never their fault if they feel unsafe. • Identify and name trusted adults at home and at school. • Use clear phrases to ask for help when something feels wrong or not okay. • Recognise when they or someone else is being bullied.	• Same or Different? Game • Photo Sorting • Compliment Circle • Difference Discussion • Family Picture Sharing • Respectful Language Practice • Role-play Falling-Outs • Help Scripts • Okay/Not Okay • Feelings Faces • Story Time Discussion • Help Cards • Bullying or Not? Sorting
The online world: How can we stay safe online? • Give examples of things people do online. • Say what sharing online means. • Recognise that many people might see something shared online. • Understand that private information should not be shared online. • Recognise when someone has shared private information online. • Say what to do if private information is shared online. • Recognise that not everything seen online is real or shows the whole story. • Recognise when something online might make them feel worried, uncomfortable or unsure.	• Online/Not Online Sorting • My Online Day Drawing • Technology Walk • Sharing or Not? Game • Pretend Message Board • Story Time • Circle of Viewers — pupils stand in a circle to show how sharing spreads. • Safe/Unsafe Information Sorting • Safe or Unsafe? Game.

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• Recall simple rules to help them stay safe online.	• Help Scripts • Real or Not? Sorting • Feelings Faces • Safety Songs
Y3&4	
Connecting with others: What helps us feel safe and included? • Recognise what self-respect is. • Value their own strengths, skills and achievements. • Build confidence by trying new things, learning from mistakes and challenging negative self-talk. • Identify and communicate personal boundaries clearly. • Treat others with kindness, fairness and respect. • Recognise the qualities of good friendships and ways to support friends. • Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. • Understand different ways families spend time together and support each other. • Identify different types of bullying and their effects on wellbeing.	• Self-Respect Choices • Respect Reflection Cards • Strengths Shields • Peer Strength Spotting • Mistake Moments Discussion —Positive Self-Talk Practice • Boundary Scripts • Fairness Scenarios • Conflict Role-play • Apology Workshop • Solution Cards (compromise, take turns, ask for help). • Bullying or Not? Sorting • Impact Discussion
The online world: How should we communicate online? • Identify what the internet can be used for. • Identify the benefits and challenges of online and in-person communication. • Communicate respectfully and appropriately in an online environment. • Recognise that disrespectful online communication can have a negative impact on others.	• Internet Uses Sorting • Internet Hunt • Real vs Online Comparison • Impact Scenarios • Empathy Circle • Rewrite and Repair — pupils rewrite harmful messages into supportive ones. • Bullying or Not? Sorting

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• Identify some types of online bullying behaviour. • Choose whether to accept a friend request in an online game. • Recognise that some online features are not suitable for all ages. • Role-play how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.	• Online vs Offline Comparison • Friend Request Scenarios
Citizenship: What careers do people choose and why? • Name different jobs and explain what a career is. • Describe different ways people can learn or train for a career. • Explain what an influence is and identify some things that can influence career choices. • Recognise that different people can be influenced by different things when thinking about careers. • Identify some of their own strengths and skills, and describe how these can be useful at school. • Explain how the same skill can be useful in different jobs and roles. • Recognise gender stereotypes about jobs and explain why gender does not determine a person's strengths, skills or career choices. • Describe how someone has challenged a gender stereotype and choose an appropriate way to challenge one. • Give some reasons why people might change careers. • Explain how existing strengths and skills can be useful in a new career.	• Career Carousel • Job Spotting Walk • Guest Speakers • Skill Spotting

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Staying safe: What signs help me recognise what is safe or unsafe? • Identify warning signs that something is unsafe in a range of everyday situations (personal, online, road, water, home), including signs you can see (e.g. road signs, “deep water” notices, hazard symbols) and signs you can feel (e.g. uncomfortable feelings, pressure from others, unsafe online behaviour). • Demonstrate strategies to get help in or leave uncomfortable or unsafe situations. • Explain how recognising hazards and planning ahead can prevent accidents. • Choose safe places to cross roads and explain why (considering traffic, speed and visibility). • Explain key reasons why water can be dangerous, even for confident swimmers (e.g. because of depth, currents and cold temperatures). • Distinguish between helpful and harmful medicines and explain how to use medicine safely.	• Hazard Hunt Walk • Help Scripts • Water Safety
Connecting with others: How can we respect each other? • Recognise how their words, tone and behaviour show respect in different places and situations. • Use positive self-talk to stay calm, build confidence and manage frustration. • Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. • Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. • Practise resolving disagreements fairly, including through compromise. • Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying. • Learn what stereotypes are and how they can be unfair.	• Tone-of-Voice Challenge • Respectful vs Disrespectful Sorting • Respect Role-play • Frustration Scenarios • Calm-Down Toolkit • Repair Scripts • Friendship Case Studies • Apology • Bystander Scenarios • Bystander vs Bully Sorting • Role-play Reporting • Stereotype Sorting

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The online world: How can we decide what to trust online? • Identify the benefits and challenges of using the internet. • Identify age restriction symbols and why they exist. • Develop an understanding that some online information may be misleading. • Give examples of what can happen if people share misleading information. • Investigate features that can help check if online information is reliable. • Compare information from different online sources. • Use more than one source to decide whether online information is reliable. • Explain why checking multiple sources helps us know if something is true.	• Internet Diary • Age Rating Sorting • Spot the Exaggeration • Edited Image Comparison • Website Detective • Reliable or Not? Sorting • Check the Source Challenge • Cross-Check Challenge
Y5&6	
Connecting with others: Why are healthy relationships important? • Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests. • Link aspects of identity to their own behaviour or choices. • Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. • Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. • Describe why healthy friendships matter for wellbeing. • Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges. • Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements. • Understand what it means to be assertive and the importance of balancing your own needs and wants against being polite and respectful.	• Scenario Sorting • Commitment Case Studies • Support Scenarios • Friendship Starter Scripts • Calm-Down Toolkit • Disagreement Scenarios • Assertive vs Aggressive Sorting. • Assertive Scripts Boundary Role-play

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The online world: How am I influenced by what I see online? • Understand that much online content is designed to influence people. • Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact). • Explain that influence can affect what people buy, watch or believe and is not always obvious. • Recognise the difference between fact and opinion. • Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions. • Evaluate online content and assess whether it is reliable and true. • Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).	• Influence Hunt • Trend Tracker • Opinion vs Fact Sorting • Choice Reflection • Fake Ad Investigation • Website Detective • Reliable/Unreliable Sorting • Cross-Check Challenge Spot the Conflict • Report Scripts • Role-play Reporting
Citizenship: How can we be in control of our money? • Distinguish between needs and wants when making spending decisions. • Identify different sources of income and types of expenditure. • Allocate money within a weekly budget while prioritising needs. • Explain how a loan works. • Evaluate whether taking out a loan is sensible, including the consequences of late repayment. • Identify situations where money may be at risk online or offline. • Recommend suitable strategies for keeping money safe. • Assess the possible risks and consequences of different forms of gambling.	• Needs vs Wants Sorting • Weekly Spending Scenarios • Real-Life Dilemmas • Income Sorting • Household Budget Walkthrough • Budget Challenge • Unexpected Costs Game • Loan Decision Scenarios Late Repayment Consequences • Risk Sorting • Online Scam Detective • Gambling Consequence

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Connecting with others: What does it mean to stand up for myself and others? • Explain how values guide behaviour choices. • Set a personal growth goal and list at least two clear first steps. • Identify behaviours that should change in disrespectful situations and name a specific respectful alternativefor each. • Apply respectful behaviours in school, in public places, and online during activities. • Describe what a personal boundary is and how it can change. • Explain how crossing someone's boundary, even as a joke, can harm trust. • Apply consent language to model an appropriate response when a boundary is crossed. • Identify stereotypes or discrimination accurately within the given scenarios. • Choose and justify a safe response to bullying in person and online, including what they would say or do. • Name trusted adults in and out of school and describe what they would tell them when asking for help.	• Behaviour Swap Cards • Respectful Rewrite • Tone Challenge • Repair Scripts • Consent Scripts • Role-play Assertive Responses • Stereotype Detective Bystander Scenarios • Role-play Reporting • Help Scripts
The online world: How do I feel about the things I see online? • Understand how online platforms keep users engaged. • Recognise why online gaming can be risky. • Analyse how online content can influence how people think and feel. • Recognise and respond to harmful online behaviour. • Recognise that what we post online can affect ourselves and others. • Explain ways to positively respond to online experiences.	• Image Comparison • Harmful vs Unhelpful Role-play Reporting • Ripple Effect Activity • Calm-Down Toolkit

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Staying safe: How can I stay safe as I grow up? • Identify hazards and explain the risks they may create in a range of situations at home and outside. • Explain how factors such as being alone, distracted or without supervision can increase risk. • Describe appropriate actions to take in response to accidents, emergencies and unsafe situations, including when and how to seek help. • Explain how to make safe choices when travelling independently, including near railways. • Apply the water safety code to identify safer choices in different water environments. • Explain how changing circumstances or new information can affect risk and influence decision-making. • Identify when peer pressure is happening and suggest safe and appropriate ways to respond. • Explain the risks and consequences of drug misuse and suggest strategies to respond to pressure involving drugs.	• Hazard Hunt Walk • Risk Ranking • Alone vs Supervised Sorting • Emergency Role-play • Help Scripts • Railway Safety • Safe Route Planning • Visibility Test • Peer Pressure Detective • Assertive Response Scripts • Consequences Case Studies