

PSHE - Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn and in this particular subject, at each key stage from EYFS to Year 11, in order to equip them with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Knowledge; skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
EYFS	Knowledge Introduced	<p>Being me in my world</p> <p>Identifying similarities and differences; recognise and manage my feelings; our right to learn at school; kind words and gentle hands; working well with others; being responsible</p> <p>Dreams and goals</p> <p>Challenges; perseverance; setting goal; words of encouragement; recognising feeling proud; jobs and aspirations</p>	<p>Celebrating difference</p> <p>Things I am good at; celebrating what others are good at; anti-bullying; being a kind friend; using kind words; giving and accepting compliments; celebrating Christmas</p> <p>Healthy me</p> <p>Importance of exercise, balanced diet, sleep and hand hygiene; stranger danger</p>	<p>Relationships</p> <p>Friendships: making friends; being a good friend; having good manners; loneliness; solving friendship problems; the impact of saying unkind words; how to calm down</p> <p>Changing me</p> <p>Labelling the body; different foods that help my body grow: noticing changes from being a baby to now; celebrating the year, worries about Year 1</p>
YEAR 1	Knowledge Introduced	<p>Respect</p> <p>Respecting others; courtesy and manners; fair and unfair, kind and unkind and right and wrong.</p> <p>Wisdom</p> <p>Bullying, including cyber-bullying; how to act online; staying safe online; recognising risks online</p>	<p>Care</p> <p>Healthy lifestyles including exercise, a healthy diet and enough sleep; the importance of looking after our teeth; personal hygiene and germs</p> <p>Justice</p> <p>That each person's body belongs to them (NSPCC 'pants'); how to recognise feeling safe and unsafe; to recognise what is right and wrong</p>	<p>Service</p> <p>Hobbies; how we contribute to the class and to the school; the 'special' people working in our community to keep it safe and look after us.</p> <p>Love</p> <p>What a family is and the importance of family; how important friendships are to make us feel happy; that our behaviour can affect others; that people's bodies and feelings can be hurt</p>
YEAR 2	Knowledge Introduced	<p>Respect</p> <p>Treating others with respect no matter how they look, where they're from or what they believe; building respectful relationships; respecting myself and how to be happy; how my behaviour affects others.</p> <p>Wisdom</p> <p>Different types of bullying, including cyber-bullying; that people sometimes behave differently online; the benefits of not spending too much time online; how to report and get help with issues online.</p>	<p>Care</p> <p>What makes a healthy lifestyle; some of the risks associated with an unhealthy lifestyle including obesity and tooth decay; personal hygiene, germs and bacteria; safe and unsafe exposure to the sun</p> <p>Justice</p> <p>That each person's body belongs to them (NSPCC 'pants'); to recognise what is safe and unsafe, fair and unfair, right and wrong, kind and unkind; where to get advice.</p>	<p>Service</p> <p>Hobbies; how we can contribute to the class and the school; what harms our local environment and how we can help; special people working in our community and how we can contact them in an emergency.</p> <p>Love</p> <p>The importance of family; that other people's families may look different to theirs; how to recognise if family relationships are making them feel uncomfortable; how important friendships are at making us feel happy and secure and how people make and choose friends; ways in which we are all unique; ways in</p>



				which we are all the same; love and care for our environment
		Cycle 1	Cycle 2	Cycle 3
YEAR 3	Knowledge Introduced	<p>Respect</p> <p>Respecting other people's beliefs; self-respect and mental health; different types of bullying (including cyber bullying); the impact of bullying and how to get help; responsibilities, rights and duties.</p> <p>Wisdom</p> <p>That people sometimes behave differently online; benefits of the internet; age restrictions; how to report and get support for issues online.</p>	<p>Care</p> <p>The mental and physical benefits to a healthy lifestyle; planning and preparing healthy meals; making emergency calls; that there is a normal range of emotions which different people feel at different times</p> <p>Justice</p> <p>Understand boundaries in friendships; how to respond safely to adults (including online) that they don't know; where to get advice; understand why there are sanctions in school and how they help ensure everyone is treated fairly</p>	<p>Service</p> <p>The benefits of hobbies; our responsibilities in school and at home; what a community is.</p> <p>Love</p> <p>The importance of families and different types of families; what healthy family life is; characteristics of healthy friendships; how to recognise if a relationship is making them feel uncomfortable</p>
YEAR 4	Knowledge Introduced	<p>Respect</p> <p>Differences between people (gender, family, cultural, ethnic and racial and religious diversity); permission-seeking and giving in relationships with friends, peers and adults; to reflect on and celebrate our own achievements (self-respect)</p> <p>Wisdom</p> <p>Online relationships including the importance of respect for others online; how information and data is shared and used online; the effect of our online actions on others; keeping personal information private</p>	<p>Care</p> <p>The mental and physical benefits of a healthy lifestyle; that mental well-being is an important part of life; how to recognise and talk about feelings; simple self-care techniques; judging whether what they are feeling and how they are behaving is appropriate</p> <p>Justice</p> <p>What sorts of boundaries are appropriate in friendships and other relationships (including online); the difference between the terms 'risk', 'danger' and 'hazard'; how to recognise and report feelings about being unsafe or feeling bad about any adult and to keep trying until they are heard</p>	<p>Service</p> <p>The social and mental benefits of hobbies; our responsibilities at home, at school, in our community and towards the environment; what being part of a community means</p> <p>Love</p> <p>The importance of families and different types of families; what healthy family life is; what a healthy friendship is; how to resolve issues in friendships; how to recognise who to trust and who not to trust</p>
YEAR 5	Knowledge Introduced	<p>Respect</p> <p>Differences between people (gender, family, cultural, ethnic and racial and religious diversity age, sex, gender identity, sexual orientation, and disability- 'protected characteristics' in the Equality Act 2010); stereotypes and how they can be unfair, negative or destructive; different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.</p> <p>Wisdom</p> <p>Age restrictions; the risks of excessive time spent on electronic devices and impact on physical and mental health; online relationships</p>	<p>Care</p> <p>The mental and physical benefits of a healthy lifestyle; legal and illegal substances including alcohol and drugs; allergies and vaccinations; where and how to seek support with their well-being; growing up and body changes</p> <p>Justice</p> <p>The difference between appropriate and inappropriate or unsafe physical contact; how to recognise and report feelings about being unsafe or feeling bad about any adult and to keep trying until they are heard; how to report concerns or abuse and the vocabulary and confidence needed to do so.</p>	<p>Justice</p> <p>The social and mental benefits of hobbies, including the positive impact serving others can have on well-being; that we have different responsibilities and home, at school, in the community and towards our environment and develop skills needed to exercise these responsibilities; what being part of a community means.</p> <p>Love</p> <p>The importance of families and different types of families; what healthy family life is; what a healthy friendship is; what a marriage is; conflict resolution skills</p>



		Cycle 1	Cycle 2	Cycle 3
YEAR 6	Knowledge Introduced	<p>Respect</p> <p>Basic human rights including United Nations Declaration of the Rights of the Child; appreciate the range of national, regional, ethnic and religious identities in the UK; consider the lives of people living in other places and people with different values and customs; stereotypes.</p> <p>Wisdom</p> <p>Age restrictions; the risks of excessive time spent on electronic devices and impact on physical and mental health; online relationships including anonymity; understanding that information on the internet is ranked and targeted.</p>	<p>Care</p> <p>The mental and physical benefits of a healthy lifestyle; concepts of basic first aid; early signs of physical illness; managing stress and pressure; negative effects of isolation, loneliness and bullying on mental health; growing up and the effect puberty has on my body</p> <p>Justice</p> <p>The difference between appropriate and inappropriate or unsafe physical contact; how to recognise and report feelings about being unsafe or feeling bad about any adult and to keep trying until they are heard; how to report concerns or abuse and the vocabulary and confidence needed to do so; economic justice-resources can be allocated differently and these decisions affect individuals, communities and the environment.</p>	<p>Justice</p> <p>The social and mental benefits of hobbies, including the positive impact serving others can have on well-being; that we have different responsibilities and home, at school, in the community and towards our environment and develop skills needed to exercise these responsibilities; what being part of a community means and the varied institutions that support communities locally and nationally.</p> <p>Love</p> <p>The importance of families and different types of families; what healthy family life is; what a healthy friendship is; what a marriage is; conflict resolution skills; to appreciate the range of identities in the UK; to consider the lives people living in other places</p>
YEAR 7	Knowledge Introduced	<p>Health and Wellbeing</p> <p>Transition and safety</p> <p>Values and aspirations</p> <p>Managing and making new friendships.</p> <p>Personal, road, bike, rail and water safety.</p> <p>Basic first aid, how to respond to an emergency.</p> <p>Living in the wider world</p> <p>Developing skills and aspirations</p> <p>Enterprise skills and challenging stereotypes</p> <p>Understanding different careers, links between personal strengths and career choices and equality of opportunity.</p>	<p>Relationships</p> <p>Diversity, prejudice and bullying</p> <p>Living in a diverse society</p> <p>Respecting and celebrating difference among others.</p> <p>How to challenge prejudice and discrimination</p> <p>Cyberbullying, how to recognise and respond</p> <p>Health and Wellbeing</p> <p>Diet and exercise</p> <p>Good personal hygiene, sleep and dental health</p> <p>Effects of caffeine, smoking and alcohol</p> <p>Developing self-confidence and self-worth:</p> <p>Puberty and managing change</p> <p>Body satisfaction and self-Concept</p>	<p>Relationships</p> <p>Building positive relationships</p> <p>Qualities of a positive/negative relationship</p> <p>Developing self-worth and self-efficacy</p> <p>Relationship boundaries</p> <p>Unwanted contact</p> <p>FGM, forced marriage and the law</p> <p>Living in the wider world</p> <p>Making safe financial choices</p> <p>Saving spending and budgets</p>



		Cycle 1	Cycle 2	Cycle 3
YEAR 8	Knowledge Introduced	<p>Health and wellbeing</p> <ul style="list-style-type: none"> Risks of drugs and alcohol Recreational and medicinal drugs and the law Habit and dependence Managing influences, recognising and promoting positive social norms and attitudes <p>Living in the wider world</p> <p>Community and careers</p> <ul style="list-style-type: none"> Aspirational goals for future careers Equality of opportunity in life and work Stereotypes, prejudice and discrimination in the world of work Promoting diversity and equality 	<p>Relationships</p> <ul style="list-style-type: none"> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia and transphobia Qualities of positive, healthy relationships. Understanding gender identity <p>Health and wellbeing</p> <ul style="list-style-type: none"> Mental health and emotional wellbeing, including body image and coping strategies Developing digital resilience 	<p>Relationships</p> <ul style="list-style-type: none"> Gender Identity Risks of sexting Forming new partnerships, developing relationships Consent, the law, seeking consent Introduction of different forms of contraception <p>Living in the wider world</p> <ul style="list-style-type: none"> Online safety, recognising online grooming and where to gain support Digital literacy Media reliability, understanding media bias and misleading information
YEAR 9	Knowledge Introduced	<p>Health and wellbeing</p> <ul style="list-style-type: none"> Peer influence, managing risks, friendship challenges Legal and physical risks of carrying a knife Substance use, gangs and violent crime Assertive communication <p>Living in the wider world</p> <ul style="list-style-type: none"> Learning strengths Career options and goal setting Skills for decision making 	<p>Relationships</p> <ul style="list-style-type: none"> Families and parenting Healthy positive relationships Conflict resolution and relationship changes Mental health (including self-harm and eating disorders) <p>Health and wellbeing</p> <ul style="list-style-type: none"> Balancing work, leisure and sleep Informed healthy living Managing influences on body image Emotional health Change, loss and bereavement Healthy coping strategies 	<p>Relationships</p> <ul style="list-style-type: none"> Healthy/unhealthy relationships Consent Relationships and sex in the Media Sexually transmitted infections (STIs) Contraception Cancer awareness First aid <p>Living in the wider world</p> <ul style="list-style-type: none"> Employability and online presence Online gambling, how to access support and risks of gambling
YEAR 10	Knowledge Introduced	<p>Health and wellbeing</p> <ul style="list-style-type: none"> The influence and impact of drugs, gangs, role models and the media Managing influence and risks and how to gain support <p>Living in the wider world</p> <ul style="list-style-type: none"> Financial decisions, debt, gambling and impact of advertising on financial choices. 	<p>Relationships</p> <ul style="list-style-type: none"> Community cohesion and challenging extremism Equality act, diversity and values Media propaganda, recognising and responding to extremism and radicalisation <p>Living in the wider world</p> <ul style="list-style-type: none"> Preparation for and evaluation of work experience and readiness for work Skills for employment Applying for employment Online presence and reputation 	<p>Relationships</p> <ul style="list-style-type: none"> Online relationships,, risks and opportunities Impact of media Consent , legal implications Responding to pleasure, coercion, exploitation <p>Health and wellbeing</p> <ul style="list-style-type: none"> Mental Health and ill health Challenges in adolescence and reframing negative thoughts Challenging stigma, stereotypes and misinformation



		Cycle 1	Cycle 2	Cycle 3
YEAR 11	Knowledge Introduced	<p>Health and wellbeing Developing motivation, perseverance and resilience</p> <p>Stress management and healthy sleep habits</p> <p>Managing time online and positively and safely sharing content</p> <p>Living in the wider world Application process, skills for further education, employment and career progression. Interview techniques</p>	<p>Relationships Values, assertive communication, relationship challenges and abuse.</p> <p>Health and wellbeing Responsible health choices Lifestyle and some cancers Screening and self-examination, accessing medical support services</p>	<p>Health and well being Families and parenting Fertility, adoption, abortion Pregnancy and miscarriage Managing grief and loss</p>

*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies or knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.

