Stanley Primary School
PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Following our 1Decision Scheme children cover:** • Pink goes to school. • Red needs the toilet • Rainbow feels angry • Pink misses Mummy • Blue's indoor voice • Yellow learns about Germs	**Following our 1Decision Scheme children cover:** • Blue learns to share • Orange feels worried • Greens Daddy moves out • Red's Nut Allergy • Pink has a new brother • Orange moves house • Pink is feeling sad	**Following our 1Decision Scheme children cover:** • Green gets new glasses. • Red visits the Dentist. • Purple is poorly • Orange helps out • Blue's best friend • Green stays in Hospital • Orange brushes her teeth	**Following our 1Decision Scheme children cover:** • Purple watches the news. • Yellow wants to play with Orange. • Rainbow helps at home. • Green's Greens • Red's Hearing Aid • Why does Purple play differently?	**Following our 1Decision Scheme children cover:** • Blue explores Road Safety. • Rainbow's Food Journey • Purple's pet bird. • Yellow's bedtime • Blue gets lost • Pink's Screen Time • Yellow Play Fights	**Following our 1Decision Scheme children cover:** • Green is moving up a Year. • Rainbow visits the Seaside. • Red goes swimming. • Rainbow's Day Out • Purple the Passenger • Orange sleeps over • Yellow goes on Holiday
Year 1	**Our World: Growing in Our World** Children begin to: • Develop an early understanding of the world around them and how living things grow and are cared for. • Explore their ideas about what lives and grows in our world and begin to understand the needs of a baby. • Recognise what they can do for themselves as they grow and develop greater independence. • Explore family life and understand how families care for one another Statutory RSHE Links Families and people who care for me; General wellbeing; Health protection and prevention; Respectful, kind relationships; Developing bodies (early introduction to human life cycle)	**Keeping Safe: Road Safety** Children begin to: • Build an early understanding of how to stay safe in everyday situations. • Explore their existing ideas about safety across familiar environments such as home, school and the wider community, beginning to recognise situations that may involve risk and identify safe and unsafe choices. • Learn simple strategies that help keep themselves and others safe and understand how to ask a trusted adult for help. • Develop their understanding of road, passenger and pedestrian safety, including recognising safe places to cross and why these rules are important. Statutory RSHE Links Families and people who care for me; Being safe; Personal safety; Health protection and prevention.	**Computer Safety: Online Bullying** Children begin to: • Develop an early understanding of technology and how it forms part of everyday life. • Explore their ideas about devices such as computers and tablets and consider how technology can be used in helpful ways. • Learn that the same kindness and respect shown in real life should also apply when using technology. • Understand who they can ask for help if something worries them. Statutory RSHE Links Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; Caring friendships; General wellbeing.	**Keeping / Staying Healthy: Washing Hands** Children begin to: • Develop an early understanding of how to stay healthy in everyday life. • Explore their ideas about what helps keep their bodies and minds well, recognising healthy and less healthy choices at home, at school and in the community. • Learn simple habits that support good health, such as eating balanced foods, being active and keeping clean. • Learn how germs can spread and the importance of routines like washing hands. Statutory RSHE Links Families and people who care for me; General wellbeing; Physical health and fitness; Healthy eating; Health protection and prevention.	**Relationships: Friendships** Children begin to: • Develop an early understanding of positive relationships in everyday life. • Explore their ideas about how people show care, kindness and respect at home and at school. • Recognise behaviours that help build positive relationships and those that may upset others. • Learn simple ways to treat others kindly and begin to understand how trusted adults can help when they need support with friendships or feelings. Statutory RSHE Links Families and people who care for me; Caring friendships; Respectful, kind relationships; Being safe. **Feelings & Emotions: Jealousy** Children begin to: • Develop an early understanding of feelings in everyday situations. • Share their ideas about different emotions and recognise how feelings can	**Being Responsible: Water Spillage** Children begin to: • develop an early understanding of what it means to be responsible in everyday situations. • explore what they can do for themselves and how they can help others at home and at school. • recognise the things they are responsible for and learn simple ways to prevent accidents, such as dealing with spillages safely. • learn the difference between responsible and irresponsible behaviour. Statutory RSHE Links General wellbeing; Personal safety; Respectful, kind relationships; Families and people who care for me; Basic first aid; Caring friendships. **Fire Safety: Hoax Calling** Children begin to: • Develop an early understanding of the people and services that help keep communities safe.

					affect their bodies and behaviour. • Learn to name a range of feelings and understand the difference between pleasant and unpleasant ones. • Explore simple ways to express their feelings through words and actions and learn basic strategies to help manage uncomfortable emotions. Statutory RSHE Links General wellbeing; Caring friendships; Respectful, kind relationships.	• Explore their ideas about emergencies and learn about the roles of emergency services, with a particular focus on the fire service. • Recognise how their actions can affect others and understand why hoax calls are dangerous. • Learn simple ways to stay safe and share their knowledge of fire safety. Statutory RSHE Links Families and people who care for me; Being safe; Personal Safety; Basic first aid. **A World Without Judgement- Democracy** Children begin to: • Develop an early understanding of fairness, choice and respect for others. • Explore their existing ideas about how groups make decisions together and learn that everyone's voice can be heard. • Understand what democracy means in simple terms, recognising times when people vote or choose things together. • Learn that people may think differently and begin to explore ways to make fair choices when they do not agree. Statutory RSHE Links Caring friendships; Respectful, kind relationships; Being safe.
Year 2	**Being Responsible: Practice makes perfect** Children will: • Deepen their understanding of what it means to be responsible for their actions and attitudes. • Explore how effort and perseverance can help them	**Relationships: Bullying** Children will: • Deepen their understanding of positive relationships by exploring emotions and how they influence the way people treat one another. • Learn to recognise and name a range of feelings and understand	**Our world: Working in Our World** Children will: • Deepen their understanding of how they can care for the world around them. • Explore why it is important to look after living things and consider ways they can help	**Computer Safety: Computer Safety Documentary** Children will: • Deepen their understanding of technology and how it can be used safely and responsibly. • Explore the positives and negatives of using technology and begin to recognise how	**Keeping Safe: Tying Shoelaces** Children will: • Deepen their understanding of personal safety and responsibility. Using everyday examples such as learning to tie shoelaces, they begin to recognise how simple actions can help prevent accidents	**Keeping / Staying Healthy: Healthy Eating** Children will: • Deepen their understanding of how everyday choices help keep their bodies healthy. • Explore the importance of food for growth and wellbeing, recognising that some foods

	improve in activities and learn the importance of trying their best and setting simple goals. • Consider how responsible behaviour affects others, recognising kind and thoughtful actions. • Develop their understanding of responsible and irresponsible choices and how to stay safe in their community. Statutory RSHE Links Caring friendships; General wellbeing; Respectful, kind relationships; Being safe; Personal safety. **Feelings & Emotions: Worry** Children will: • Deepen their understanding of feelings and emotions by learning how emotions such as anger and worry can affect their thoughts, behaviour and bodies. • Learn to recognise and name these emotions and identify situations that may cause them. • Explore ways feelings can be communicated through words, actions and body language. • Practise simple strategies to manage uncomfortable emotions and express their feelings in positive ways. Statutory RSHE Links General wellbeing; Being safe; Respectful, kind relationships; Families and people who care for me: Caring friendships. **Relationships: Body Language** Children will: • Deepen their understanding of positive relationships by exploring emotions and how they influence the way people treat one another.	that emotions can be expressed through words and actions. • Develop empathy by considering situations from another person's point of view and why it is important to care about others' feelings. • Begin to recognise bullying behaviours and explore ways to respond and seek help. Statutory RSHE Links Caring friendships; Respectful, kind relationships; Being safe; General wellbeing. **Feelings & Emotions: Anger** Children will: • Deepen their understanding of feelings and emotions by learning how emotions such as anger and worry can affect their thoughts, behaviour and bodies. • Learn to recognise and name these emotions and identify situations that may cause them. Pupils explore ways feelings can be communicated through words, actions and body language. • Practise simple strategies to manage uncomfortable emotions and express their feelings in positive ways. Statutory RSHE Links General wellbeing; Being safe; Respectful, kind relationships; Families and people who care for me: Caring friendships.	care for plants, animals and their environment at home and in their community. • Learn about keeping places clean and encouraging others to do the same. • Begin to develop an early understanding of money and the jobs people do in their community. Statutory RSHE Links Families and people who care for me; General wellbeing. **Computer Safety: Image Sharing** Children will: • Deepen their understanding of technology and how it can be used safely and responsibly. • Explore the positives and negatives of using technology and begin to recognise how what they do when using devices can affect others. • Learn simple rules that help keep themselves and others safe and consider why these rules are important. • Develop their understanding of who they can ask for help if something online or on a device worries them. Statutory RSHE Links Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; General wellbeing; Personal safety; Caring friendships.	what they do when using devices can affect others. • Learn simple rules that help keep themselves and others safe and consider why these rules are important. • Develop their understanding of who they can ask for help if something online or on a device worries them. Statutory RSHE Links Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; General wellbeing; Personal safety; Caring friendships. **Fire safety: Fire Service Visit** Children will: • Deepen their understanding of fire safety and personal responsibility. • Explore how certain actions can be potentially dangerous and recognise the difference between safe and risky choices in everyday situations. • Practise simple ways to stay safe and identify how they can find help if needed. • Consider how their actions affect others and develop a growing awareness of the importance of behaving responsibly to help keep themselves and those around them safe. Statutory RSHE Links Families and people who care for me; Being safe; Personal Safety; Basic first aid.	and develop a broader awareness of risk. • Learn to identify situations that may be risky, understand the difference between safe and unsafe choices, and explore rules that help keep themselves and others safe. • Consider ways to stay safe in the community and identify trusted adults who can help when needed. Statutory RSHE Links Families and people who care for me; Being safe; Personal safety.	support good health more than others. • Learn to identify a range of healthy foods and how these choices support a balanced lifestyle. **Brushing Teeth** • Develop their understanding of personal hygiene, particularly the importance of brushing teeth and following simple routines to care for their teeth. Statutory RSHE Links General wellbeing; Healthy eating; Physical health and fitness; Health protection and prevention. **Our World: Living in Our World** Children will: • Deepen their understanding of how they can care for the world around them. • Explore why it is important to look after living things and consider ways they can help care for plants, animals and their environment at home and in their community. • Learn about keeping places clean and encouraging others to do the same. • Begin to develop an early understanding of money and the jobs people do in their community. Statutory RSHE Links Families and people who care for me; General wellbeing.

	• Learn to recognise and name a range of feelings and understand that emotions can be expressed through words and actions. • Develop empathy by considering situations from another person's point of view and why it is important to care about others' feelings. • Begin to recognise bullying behaviours and explore ways to respond and seek help. Statutory RSHE Links Caring friendships; Respectful, kind relationships; Being safe; General wellbeing.					
Year 3	Keeping / Staying Safe: **Leaning Out of Windows** Children will: • Broaden their understanding of safety by exploring potential risks in familiar environments, particularly at home. • Learn to recognise common warning signs, identify possible dangers, and understand the difference between safe and risky choices. • Develop their understanding of the importance of listening to trusted adults and following guidance that helps keep themselves and others safe. Statutory RSHE Links Families and people who care for me; Being safe; Personal safety; Basic first aid **Being Responsible: Stealing** Children will: • broaden their understanding of responsibility by exploring why stealing is wrong and how it differs from borrowing. • learn how actions such as taking something that does	Keeping / Staying Healthy: **Medicines** Children will: • Broaden their understanding of how to stay healthy by learning about medicines and how they help when used safely. • Explore simple safety rules, including when it is safe to take medicine and who they should accept it from. Continue developing their understanding of healthy and less healthy choices and recognise habits that support wellbeing. • Consolidate their knowledge of routines that help keep their bodies healthy. Statutory RSHE Links Caring friendships; Being safe; Personal safety; Drugs, alcohol, tobacco, and vaping (legal, harmful substances) General wellbeing; Health protection and prevention; Physical health and fitness Computer Safety: **Making Friends Online** Children will:	Fire Safety: **Texting Whilst Driving** Children will: • Broaden their understanding of fire safety by exploring how their actions and choices can affect the safety of others. • Learn to recognise situations where behaviour may create risk, including how drivers can become distracted, and consider ways they can help keep people safe. • Develop their understanding of the difference between safe and risky choices. Statutory RSHE Links Families and people who care for me; Being safe; Personal Safety; Basic first aid Wider PSHE Links Careers education: aspirations, learning and work	Our World: **Looking After Our World** Children will: • Broaden their understanding of the world around them by exploring how people grow, live and work within their environment. • Learn about the importance of caring for the planet and begin to understand how their choices can help protect it. • Explore ideas such as reducing, reusing and recycling, and consider ways to save water and electricity. • Recognise how small actions can help care for the world and reduce their impact on the environment Statutory RSHE Links Developing bodies (early introduction to human life cycle)	Feelings & Emotions: **Grief** Children will: • Broaden their understanding of feelings and emotions by learning about grief and loss in an age-appropriate way. • Explore how experiences of loss can affect how people feel, think and behave, and recognise the emotional and physical responses that may occur. • Build on their understanding of pleasant and unpleasant emotions and consider situations that may cause different feelings. • Practise strategies to manage and express emotions in positive ways Statutory RSHE Links General wellbeing; Respectful, kind relationships; Families and people who care for me; Physical health and fitness	Relationships: **Touch** Children will: • Understand the difference between appropriate and inappropriate touch • Know why it is important to care about other people's feelings • Understand personal boundaries • Know who and how to ask for help • Be able to name human body part Statutory RSHE Links Caring friendships; General wellbeing; Respectful, kind relationships; Being safe; Personal safety. Keeping / Staying Safe: **Staying Safe looks at the dangers of venturing off with people we don't know very well.** Children will: • Deepen their understanding of personal safety and responsibility. • Learn to identify situations that may be risky, understand the difference between safe and unsafe choices, and explore rules that help keep themselves and others safe.

	not belong to them can affect others and begin to understand how people may feel if their belongings are not returned. • develop their understanding of responsible and irresponsible behaviour and consider how their choices affect others before progressing to more complex learning about responsibility. Statutory RSHE Links Respectful, kind relationships; Being safe; Caring friendships;	• broaden their understanding of how to stay safe when using technology by exploring potential risks that can arise when communicating online. • learn to recognise possible dangers, including the risks of talking to strangers in online spaces, and consider the consequences of unsafe choices. • explore the positives and negatives of using technology and develop their understanding of safe and risky behaviour online before progressing to more complex online safety topics. Statutory RSHE Links Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; Caring friendships; Personal safety				• Consider ways to stay safe in the community and identify trusted adults who can help when needed. Statutory RSHE Links Families and people who care for me; Being safe; Personal safety
Year 4	**Keeping/Staying Safe:** **Cycle Safety** Children will: • Explore the possible consequences of accidents or incidents and consider how their actions affect others. • Learn about cycle safety and the importance of listening to trusted adults Statutory RSHE Links Families and people who care for me; Being safe; Personal safety **Keeping / Staying Healthy:** **Healthy Living** Children will: • Revisit and reflect on their understanding of how to keep their bodies healthy before exploring more complex aspects of health and wellbeing. • Develop their knowledge of balanced diets, learning how different foods contribute to a	**Growing & Changing:** **Appropriate Touch** Children will: • Revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow. • Explore different types of relationships, including families, and consider how people support one another. • Develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people. Statutory RSHE Links Developing bodies; Respectful, kind relationships; Being safe; Families and people who care for me; Caring friendships **Being Responsible: Coming Home on Time** Children will:	**Feelings & Emotions: Jealousy** Children will: • Revisit how responsible choices can affect themselves and others and recognise the importance of behaving responsibly in different situations. • Explore why rules are important at home and in the wider community and consider when being organised and on time matters. • Develop their understanding of sensible and responsible behaviour. Statutory RSHE Links Respectful, kind relationships; Families and people who care for me	**Computer Safety: Online Bullying** Children will: • Revisit how to recognise situations that may place themselves or others at risk online and identify strategies that support safe and respectful behaviour. • Explore positive values in online relationships and consider the feelings that may arise from online bullying. • Learn coping strategies and who they can ask for help. Statutory RSHE Links Online safety and awareness; Wellbeing online; Respectful, kind relationships; General wellbeing; Caring friendships; Being safe	**The Working World:** **Chores at Home** Children will: • Explore the ways their actions can positively support those who care for them and consider how they can contribute at home, at school and in their community. • Begin to develop an awareness of the skills people use in different roles and start to recognise how these skills may help them in future jobs. Statutory RSHE Links Families and people who care for me; General wellbeing; Respectful, kind relationships Wider PSHE Links Careers education: aspirations, learning and work; Economic wellbeing	**A World Without Judgement:** **Breaking Down Barriers** **First Aid** Children will: • Revisit how communities include people with different strengths, goals and experiences. • Explore the importance of recognising positive qualities in others and understanding that being different is okay. • Consider barriers that may prevent people from being treated equally and explore ways their actions can promote fairness and inclusion. Statutory RSHE Links Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links Careers education: aspirations, learning and work

	healthy lifestyle and how too much sugar, salt and saturated fat can affect their bodies now and in the future. • Begin to interpret nutritional information on food packaging and consider how everyday choices support long-term health and wellbeing. Statutory RSHE Links General wellbeing; Health protection and prevention; Physical health and fitness; Healthy eating Wider PSHE Links Careers education: BFCCT Fit2Go programme	• Revisit how responsible choices can affect themselves and others and recognise the importance of behaving responsibly in different situations. • Explore why rules are important at home and in the wider community and consider when being organised and on time matters. • Develop their understanding of sensible and responsible behaviour. Statutory RSHE Links Respectful, kind relationships; Families and people who care for me				
Year 5	Keeping/Staying Safe: **Peer pressure** Children will: • Explore how choices, influences and peer pressure can affect decision making. • Identify strategies that support safe behaviour and consider how to respond confidently when they feel pressured by others. • Explore the possible consequences of risky actions. • Reflect on the views of adults and children beyond the school setting to deepen their understanding. Statutory RSHE Links Families and people who care for me; Being safe; Personal safety; Caring friendships Keeping / Staying Healthy: **Smoking** Children will: • Develop their understanding of how choices and influences affect health and wellbeing by exploring the risks associated with smoking and vaping. • Learn about the physical, social and legal consequences	**Being Responsible: Looking out for others** Children will: • Explore how their choices and behaviours can affect the people around them. • Learn to recognise when someone is being treated unkindly and consider why it is important to show care and take action. • Reflect on the views of adults and children beyond the school setting to build on their understanding of responsible behaviour and positive relationships. Statutory RSHE Links Respectful, kind relationships; Caring friendships; General wellbeing; Being safe; Families and people who care for me.	Feelings & Emotions: **Anger** Children will: • Explore how anger can be triggered and how it may affect thoughts, behaviour and physical reactions. • Consider how anger can influence actions and relationships and learn to evaluate helpful and unhelpful responses. • Practise strategies that support positive ways of managing strong emotions. • Reflect on the views of adults and children beyond the school setting to build their understanding. Statutory RSHE Links General wellbeing; Respectful, kind relationships; Families and people who care for me; Caring friendships; Being safe	Computer Safety: **Image sharing** Children will: • Explore how choices, influences and peer pressure can affect decision making online. • Learn why people may share images online and identify rules that help keep themselves and others safe. • Consider the possible consequences of sharing images and recognise situations where they may feel pressured. • Reflect on the views of adults and children beyond the school setting to build their understanding. Statutory RSHE Links Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; General wellbeing; Caring friendships The Working World: **Enterprise** Children will: • Further develop their understanding of how people contribute to family life, work and the wider economy.	A World Without Judgement: **Inclusion and acceptance** Children will: • Explore how people can be different and unique. They learn about the elements that help create diverse communities and consider why respecting these differences is important. • Explore strategies that help overcome barriers and promote fairness and inclusion. • Reflect on the views of adults and children beyond the school setting. Statutory RSHE Links Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links Careers education: aspirations, learning and work	Growing & Changing: **Puberty** Children will: • Explore the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others. • Learn about the importance of respect, privacy and personal boundaries as they grow. • Revisit a range of relationship topics, reflecting on the views of adults and children beyond the school setting through discussion and activities about respectful and healthy relationships Statutory RSHE Links Developing bodies; Families and people who care for me; Caring friendships; Respectful, kind relationships; General wellbeing.

	and the addictive substances involved, and consider why some people may start or continue to smoke. • Revisit a range of health topics, reflecting on the views of adults and children beyond the school setting to support healthy decision making. Statutory RSHE Links General wellbeing; Healthy eating; Wellbeing online; Health protection and prevention; Personal safety; Drugs, alcohol, tobacco, and vaping; Caring friendship **First Aid** Children will: • Further develop their understanding of how to respond in emergency situations by learning a range of first aid skills. • Explore how to carry out a primary survey and recognise when someone may need urgent help. • Learn when to call emergency services and practise techniques such as the recovery position and cpr. • Learn how to support someone with a head injury, seizure or severe bleed until help arrives. Statutory RSHE Links Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety Wider PSHE Links Careers education: aspirations, learning and work			• Explore how adults support their families and communities and consider the skills and responsibilities involved in different jobs. • Learn about money, including why people save, how it can be earned and the importance of looking after it. • Reflect on the views of adults and children beyond the school setting. Statutory RSHE Links Families and people who care for me Wider PSHE Links Economic wellbeing; Careers education: aspirations, learning and work		
Year 6	**Keeping/Staying Safe: Water Safety** Children will: • Recognise a wider range of risks and warning signs.	**Keeping / Staying Healthy: Alcohol**. Children will: • Explore the risks associated with alcohol and how it can	**Feelings & Emotions: Worry** Children will: • Explore how emotions such as worry may arise during times of change, including the transition to secondary school, and how	**Computer Safety: Making Friends On-Line** Children will: • Explore the range of applications they may use now and, in the future, and	**A World Without Judgement: British Values** Children will: • Explore how people of different religions and beliefs can live together in a diverse society.	**Growing & Changing: Conception** Children will: • Explore how relationships may change as people grow and

	• Explore strategies that help prevent accidents and promote safe behaviour in different situations. • Consider the consequences of unsafe actions and develop the confidence to justify responsible choices. • As they prepare for greater independence, they learn when to seek support and identify trusted people who can help maintain their safety and wellbeing. Statutory RSHE Links Being safe; Personal safety; Caring friendships; Families and people who care for me **Unstoppable BFCCT**	affect immediate and future health. • Learn to recognise risky choices and evaluate how situations and influences may affect decision making. • As they prepare for greater independence, pupils develop strategies to make responsible, healthy choices and reflect on how their actions can support their own wellbeing and that of others. Statutory RSHE Links General wellbeing; Personal safety; Health protection and prevention; Being safe; Healthy eating; Drugs, alcohol, tobacco, and vaping **Being Responsible: Stealing** In Year 6, children consolidate and extend their understanding of what it means to act responsibly towards themselves and others. They revisit concepts such as consent, honesty and trust, recognising how these support positive relationships. Pupils consider how their choices and behaviours can impact others, including the consequences of irresponsible actions. They develop the confidence to evaluate situations, justify responsible decisions and take increasing responsibility for their actions as they prepare for greater independence. Statutory RSHE Links Respectful, kind relationships; Being safe; Families and people who care for me; Developing bodies; Caring friendships **First Aid** Children will: • Explore how to respond safely to injuries or illnesses such as burns, fractures and suspected heart attacks.	these feelings can affect thoughts and behaviour. • Develop strategies to manage emotions in positive ways. • Reflect on communicating worries, seeking support from trusted people and taking responsibility for their emotional wellbeing. Statutory RSHE Links General wellbeing; Families and people who care for me; Caring friendships; Respectful, kind relationships: Developing bodies	consider why some platforms have age restrictions. • Recognise that people online may not always be who they say they are and evaluate situations that may place themselves or others at risk. • Develop strategies to stay safe online and offline as they prepare for greater independence. Statutory RSHE Links. Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; Caring friendships; Personal safety; General wellbeing **The Working World: In-App Purchases** In Year 6, children consolidate and extend their understanding of money, work and financial responsibility in everyday life. They explore money-related terms and consider different ways money can be spent, including through technology and online purchases. Pupils recognise the potential impact of spending money without permission and learn strategies for saving. They also consider how their actions can show responsibility now by contributing positively to their home, school and community Statutory RSHE Links Wellbeing online; Families and people who care for me; Respectful, kind relationships Wider PSHE Links Economic wellbeing; Careers education: aspirations, learning and work	• Learn about the range of beliefs represented in the UK and develop a clearer understanding of each of the British values. • Consider how shared values support fairness and cohesion within communities and create their own set of values for their educational setting. Statutory RSHE Links Families and people who care for me; Respectful, kind relationships; Caring friendships Wider PSHE Links Careers education: aspirations, learning and work.	recognise behaviours that support positive interactions. • Evaluate situations that may affect relationships and develop strategies to respond responsibly and seek support when needed. • Where schools choose to deliver sex education, pupils will also learn about human reproduction and how conception occurs. Statutory RSHE Links Developing bodies; Non-statutory Sex Education; Caring friendships; Respectful, kind relationships

		• Consider the importance of acting calmly and responsibly in an emergency and develop the confidence to apply their first aid knowledge, while understanding these are important skills they will hopefully never need to use. Statutory RSHE Links Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety Wider PSHE Links Careers education: aspirations, learning and work				