

All Saints' CE Primary School LIFE LESSONS (PSHE & RSE) Curriculum Plan

INTENT

Through our PSHE curriculum which is known as Life lessons in school, children have the opportunity to develop skills that are needed for now and the future. The curriculum covers various topics including relationships, health and living in Britain and the wider world (in line with the statutory Relationships and Health Education 2026). In each topic, children also have the opportunity to develop their own individual skills for communication, resilience, decision making, assertiveness and self-motivation. As with other subjects, incorporated to the PSHE curriculum are our school values and Christian ethos. Our PSHE programme is also supported by the many extra-curricular activities provided in and out of school contexts.

Language	Britain	People	Faith	Migration	Creativity
PSHE reflects the importance of spoken language in children across the whole curriculum. It provides a nurturing environment for children to share and reflect on their life experiences. It promotes healthy relationships with their peers and adults through effective communication and teaching. It also provides the space for children to speak openly and fosters a place of inclusivity by drawing on a range of family structures including LGBT.	The curriculum prepares children for the skills they need now and, in the future, including living in Britain. Embedded with British Values, PSHE provides an understanding of democracy, government and how laws are made and upheld in Britain and draws on comparisons with other countries. It promotes active citizenship so that children have the skills they need to play an active and healthy part in society. This is embedded with our Christian Values.	PSHE naturally reflects of a wide range of people children encounter; themselves, friends, family and wider community. Children explore safe and healthy relationships including those online. Children will explore aspirational people which could be in their family, community or wider world. Children will also identify who and how to ask for help including emergency services and safeguarding concerns.	The curriculum reflects our core values as a Christian school. Children have opportunities to explore different faith communities exploring the similarities of healthy and loving relationships, healthy lifestyles (including mental health) and development of their spiritual needs. Inclusivity of various family and relationship structures are taught in guidance of Church of England's Valuing all God's Children.	All Saints' has a vibrant, diverse, multi-cultural community where cultures and different religious characters are celebrated within our curriculum and wider opportunities (such as inter-faith week). Children are encouraged to share their family traditions and heritage from all around the whole. Additionally, children explore discriminations and the law at an age appropriate level.	Children have the opportunity to have a creative approach to expressing their learning e.g. role play, debates, mock elections, posters and artwork etc. Learning is evidenced using 'ibooks' which captures children's understanding and learning inclusive of children with SEN and EAL.

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Year One

Health and Wellbeing	Relationships	Living in the Wider World - including living in Britain
Mental Wellbeing - To communicate their feelings to others, to recognise how others show feelings and how to respond. - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Internet Safety - That for most people the internet is an integral part of life and has many benefits. Physical Health & Fitness - To recognise, and how to maintain, a healthy lifestyle including the benefits of physical activity. Healthy Eating - To recognise a healthy diet and the importance of eating fruit and vegetables. Health and Prevention - The importance of, and how to, maintain personal hygiene. Basic First Aid - To understand about the 'special people' who work in their community and who are responsible for looking after them and	Families and people who care for me - Families are important for children growing up because they can give love, security and stability. - To recognise they belong to different groups and communities, such as family and school. Caring friendships - How important friendships are in making us feel happy and secure and how people choose and make friends. - Identify their special people (family, friends, and carers), what makes them special and how special people should care for one another. Respectful relationships - Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. - Identify similarities and differences between people. - Begin to understand good manners. Online relationships - To begin to recognise that they share a responsibility to keep themselves and	Shared Responsibilities - To help construct, and agree to follow class rules and to understand how these rules help them. - To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (which is part of living in Britain). Communities - To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'. - To understand the ways in which we are the same as all other people (including what it means to be British); what we have in common with everyone else. Environment - To understand we live in Britain and to learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). Digital Literacy & Media

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protecting them; including ways to get help and how to contact those special people when they need their help, including dialling 999 in an emergency. Our Bodies Identify and correctly name body parts including penis and vagina.	others safe, when to say 'yes', 'no', 'I'll ask or tell'. Being safe - How to ask for help for themselves or others, and to keep trying until they are heard. - Who to go to if they are worried and how to attract their attention.	- To learn about how the internet and digital devices can be used safely to find things out and to communicate with others. Money - To learn that money comes from different sources and can be used for different purposes, including spending and saving. Aspirations, Work & Career - To understand that jobs help people to earn money to pay for things. - To identify that everyone has different strengths.
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Year Two

Health and Wellbeing	Relationships	Living in the Wider World - including living in Britain
Mental Wellbeing - To recognise good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. - The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Internet Safety	Families and people who care for me - Characteristics of healthy family life and the importance of spending time together. - How to recognise if family and other relationships are making them feel unhappy or unsafe and who to talk to if they need support. Caring friendships - To recognise what is kind and unkind behaviour and that healthy friendships are	Shared Responsibilities - To learn how they can contribute to the life of the classroom and school. - To build on prior learning about rules and responsibilities (including their bodies, others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). Communities

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- Where and how to report concerns and get support with issues online. Physical Health & Fitness - To recognise, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest and healthy eating. Healthy Eating - The principles of planning and preparing a range of healthy meals. Health & Prevention - To recognise that household products, including medicines, can be harmful if not used properly. - To recognise the importance of personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Basic First Aid - To understand about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency. Our Bodies - Identify and correctly name body parts including penis and vagina.	positive and welcoming towards others, and do not make others feel lonely or excluded. Respectful relationships - To recognise that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed). - To resist teasing and bullying, if they experience or witness it, whom to go to and how to get help. Online relationships - To begin to recognise how information is shared and used online. - Rules for ways to keep safe and responsible when using ICT and online safety. Being safe - The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	- For pupils to learn that they belong to various groups and communities such as family and school (living in Britain). Digital Literacy & Media - To learn about the role of the internet in everyday life. - To understand that not all information seen online is true. Environment - To build on prior learning about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). Money - To learn about the difference between needs and wants; that sometimes people may not always be able to have the things they want. - To understand that money needs to be looked after; different ways of doing this. Aspirations, Work & Career - To identify different jobs that people they know or people who work in the community do. - To learn about some of the strengths and interests someone might need to do different jobs.
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Identify the similarities and differences between boys and girls.	To recognise that each person's belong to them, and the differences between appropriate and inappropriate or unsafe physical contact.	
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Year Three

Health and Wellbeing	Relationships	Living in the Wider World including living in Britain
Mental Wellbeing - To recognise what positively and negatively affects their physical, mental and emotional health. - Isolation and loneliness can affect children and that it is very important for children to	Families and people who care for me To recognise that others' families, either in school or in the wider world, sometimes look different from their family (including adopted, foster and same sex parent families), but that they should respect those differences and know that other	Shared Responsibilities - To recognise reasons for rules and laws; consequences of not adhering to rules and laws. - To recognise there are human rights, that are there to protect everyone. Communities

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discuss their feelings with an adult and seek support. Internet Safety - To recognise the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Physical Health & Fitness - To recognise the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking to school etc. Healthy Eating - To recognise opportunities and develop skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. Health & Prevention - The importance of hygiene and how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. - The importance of sufficient good quality sleep for good health and that a lack of	children's families are also characterised by love and care. Caring friendships - How important friendships are in making us feel happy and secure and how people choose and make friends. - Identify their special people (family, friends, and carers), what makes them special and how special people should care for one another. Respectful relationships - Recognise the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. - Recognise bullying and abuse in all forms (including prejudice-based bullying both in person, online and through social media). Online relationships - To begin to recognise that they share a responsibility to keep themselves and others safe, when to say 'yes', 'no', 'I'll ask or tell'. - Strategies for keeping safe online, the importance of protecting personal information, including passwords, addresses and images.	- About the different groups that make up their community; what living in a community means. - To value the different contributions that people and groups make to the community including the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. Digital Literacy & Media - To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search result. - To recognise ways in which the internet and social media (including age restrictions) can be used both positively and negatively. Environment - To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. Money - To learn about the different ways to pay (credit & debit) for things and the choices people have about this.
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sleep can affect weight, mood and ability to learn. Basic First Aid • Concepts of basic first-aid, for example dealing with common injuries. • Know how to make a clear and efficient call to the emergency services if necessary. Changing Bodies • Basic facts about changing bodies, from babies to adulthood.	Being safe • How to ask for help for themselves or others, and to keep trying until they are heard. • Who to go to if they are worried and how to attract their attention. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	• To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. Aspirations, Work & Career • To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. • To identify that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.
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Year Four

Health and Wellbeing	Relationships	Living in the Wider World including living in Britain
Mental Wellbeing • To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain their feelings.	Families and people who care for me • To recognise that stable, caring relationships, which may be of different types, are at the heart of happy families are also characterised by love and care (this includes same sex relationships).	Shared Responsibilities • To learn about the relationship between rights and responsibilities (which includes Rule of Law and Individual Liberty). • To consider the lives of people living in other places around the world, and people

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- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Internet Safety - To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - To recognise why social media, some computer games and online gaming, for example, are age restricted. Physical Health & Fitness - To recognise the risks associated with an inactive lifestyle (including obesity). Healthy Eating - To recognise the characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay). Health & Prevention - To recognise the importance of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Basic First Aid - Concepts of basic first-aid, for example dealing with common injuries.	Caring friendships - To recognise 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. Respectful relationships - To recognise the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Online relationships - To begin to recognise that people sometimes behave differently online, including by pretending to be someone they are not. - Identify people who are responsible for helping them stay safe online. Being safe - How to recognise and report feelings of being unsafe or feeling bad about any adult. - The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it's right to 'break a confidence' or 'share a	with different values and customs (identifying the similarities and differences with living in Britain). Communities - To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (including national, regional, religious and ethnic identities in Britain). - To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. Environment - To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (Fair Trade). Digital Literacy & Media - To learn about some of the different ways information and data is shared and used online, including for commercial purposes. - To understand about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.
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- Know how to make a clear and efficient call to the emergency services if necessary. Changing Bodies - Key facts about their changing bodies as they approach puberty (hair growth, changing shapes, breast development and emotional changes).	secret'/ how to recognise and report feelings of being unsafe or feeling bad about any adult.	Money - To recognise that people make spending decisions based on priorities, needs and wants. - To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT). Aspirations, Work & Career - To understand about stereotypes in the workplace and that a person's career aspirations should not be limited by them. - To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
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Year Five

Health and Wellbeing	Relationships	Living in the Wider World including living in Britain
Mental Wellbeing To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.	Families and people who care for me To recognise that marriage (including civil partnership) represents a formal and legally recognised commitment of two	Shared Responsibilities For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations

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- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - Resilience, bereavement, emotional regulation, loneliness Internet Safety - That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - Understand the age limits on social media applications. - Understanding how to be safe online including having the correct privacy settings, knowing what to share online. Therefore, having an appropriate digital footprint. Physical Health & Fitness - Importance of regular exercise and the positive affects it has on their physical, mental and emotional health. Healthy Eating - To recognise which, why and how, commonly available substances and drugs (including alcohol, tobacco and energy	people to each other which is intended to be life-long. Caring friendships - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed. Respectful relationships - The importance of permission-seeking and giving in relationships with friends, peers and adult. - To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have a right to privacy. Online relationships - To recognise that the same principles apply online as to face-to-face relationships, including the importance of respect for others including when they are anonymous. - To recognise how images in the media (and online) do not always reflect reality. - Knowing that online there can be 'fake online identities' where people can pretend to be someone else.	and how to take part in making and changing rules. - To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. Communities - The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. - To understand about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotype. Environment - To identify ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). Digital Literacy & Media - To recognise things appropriate to share and things that should not be shared on
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drinks) can damage their immediate and future health. Health & Prevention - To understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - The facts and science relation to immunisation and vaccination. Basic First Aid - Concepts of basic first-aid, for example dealing with common injuries. - Know how to make a clear and efficient call to the emergency services if necessary. - Reporting emergencies rather than filming them Changing Bodies - Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. - Key facts about the menstrual cycle including wellbeing and emotional changes before menstruation starts.	Being safe - How to manage requests for things (including images of themselves and others); what is and is not appropriate to ask for (including from adults); who to talk to if they feel uncomfortable.	social media; rules surrounding distribution of images. Money - For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. - To identify there are different ways to keep track of money including about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. Aspirations, Work & Career - To understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. - To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
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Year Six

Health and Wellbeing	Relationships	Living in the Wider World including living in Britain
Mental Wellbeing - How to make informed choices (including choices that have positive, neutral and negative consequences) and develop a concept of a 'balanced lifestyle'. - It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Internet Safety - How to be a discerning consumer of information, including that from search engines is ranked, selected and targeted. - AI, fake content, scams, digital footprints, age limits for social media Physical Health & Fitness - To recognise the importance of taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and	Families and people who care for me - How to recognise if family relationships are making them feel unhappy or un-safe and how to seek help or advice from others if needed. Caring friendships - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed. Respectful relationships - What is a stereotype is, and how stereotypes can be unfair, negative or destructive. - To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. - Boundaries, loneliness, repairing friendships, consent (age appropriate)	Shared Responsibilities - To understand about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. - To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. - To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM). Communities - To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experience.

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strategies required to get support if they have fears for themselves or their peers. Healthy Eating - To recognise which, why and how, commonly available substances and drugs can damage their immediate and future health; that some are restricted and some are illegal to own, use and give to others. Health & Prevention - The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking. - How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Basic First Aid - Concepts of basic first-aid, for example dealing with common injuries. - Know how to make a clear and efficient call to the emergency services if necessary. - Reporting emergencies rather than filming them. Changing Bodies - Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.	Online relationships - To critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Being safe - How to manage requests for things (including images of themselves and others); what is and is not appropriate to ask for (including from adults); who to talk to if they feel uncomfortable. - Grooming, exploitation, knife awareness, rail and water safety	Environment - To identify ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). Digital Literacy & Media - To understand about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. Money - To learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. - To identify the ways that money can impact on people's feelings and emotions. Aspirations, Work & Career - To identify the kind of job that they might like to do when they are older. - To recognise a variety of routes into careers (e.g. college, apprenticeship, university).
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| <ul style="list-style-type: none">• Key facts about human reproduction. | | |
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Relationships	Feelings and Wellbeing	Personal Safety	Online Safety	Growing and Changing	Anatomically Correct Vocabulary
Family Friendship Kindness Respect Trust Inclusion Diversity Equality Boundaries Consent (age appropriate) Privacy Trusted adult	Feelings Emotions Mental wellbeing Physical wellbeing Resilience Loneliness Bereavement Self-care	Safe Unsafe Private Appropriate Inappropriate Secrets Surprises Bullying Cyberbullying Grooming (Upper KS2, age appropriate) Abuse (age appropriate)	Personal information Password Privacy Digital footprint Social media Online gaming Scam Fraud Artificial Intelligence (AI) Misinformation Reporting concerns	Growth Puberty Menstruation Period Menstrual cycle Hygiene Reproduction (through the Science curriculum) Human life cycle	Penis Vulva Vagina Testicles Scrotum Nipples

Relationship and Sex Education (RSE) RSE is part of children's life-long learning about themselves, their emotions, self-esteem, relationships and rights and responsibilities. As a Christian school, our approach to RSE is taught in the context of Christian beliefs, values and practise. The relationship aspect of this subject (taught in PSHE), emphasises the importance of marriage for family life and recognises the value of forgiveness and reconciliation, in maintaining healthy relationships. In science, children will be taught the physiological aspects of growing up (puberty) and reproduction. The subject is taught in a sensitive manner, according to the age-appropriate level and understanding of the children. Parents are informed about the topics covered in the sessions prior to lessons being taught to encourage parental involvement in this important area of children's development.

Key Vocabulary

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Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
identifying and naming body parts; recognising similarities and differences between humans; understanding that animals, including humans, grow and reproduce.	nutrition; skeletons; muscles.	puberty; changes during adolescence; reproduction in plants and animals; the human life cycle.