

Relationships: Families and friends, safe relationships, respecting yourselves and others, STATUTORY REQUIREMENTS			
Year 3	Year 4	Year 5	Year 6
<u>How should we treat people?</u> - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened - How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. - that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. - The conventions of courtesy and manners. <u>What can I do when friendships go wrong?</u> - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened - practical steps they can take in a range of different contexts to improve or support respectful relationships. - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to	<u>How can we be role models?</u> - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. <u>What is a healthy friendship?</u> - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. - how important friendships are in making us feel happy and secure, and how people choose and make friends. - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	<u>How can my adult relationships affect my future?</u> - practical steps they can take in a range of different contexts to improve or support respectful relationships. <u>How do words have power?</u> - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. - that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. - The conventions of courtesy and manners. - The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. <u>What are my personal boundaries?</u> - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	<u>How can I get ready for secondary relationships?</u> - how important friendships are in making us feel happy and secure, and how people choose and make friends. - That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. - practical steps they can take in a range of different contexts to improve or support respectful relationships. <u>How can we be allies against racism?</u> - that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. - What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. <u>How can we challenge sexism?</u> - that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make

manage feelings, including disappointment and frustration. <u>What do we mean by consent in friendships?</u> • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults <u>What is bullying?</u> • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults <u>What is discrimination?</u> • that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. <u>What is diversity?</u>	• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults <u>What are online friendships?</u> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	different choices, or have different preferences or beliefs. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • <u>How can we respect different relationships?</u> • that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <u>What is a debate?</u> • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. <u>What is my relationship with authority?</u> • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of
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<u>Who are my key people?</u> • 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). • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. <u>How can I share my worries?</u> • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • How to manage conflict, and that resorting to violence is never right.	• that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. <u>What is peer influence?</u> • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • that people sometimes behave differently online, including by pretending to be someone they are not. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. <u>What is grooming?</u> • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations.	different people in relationships and why this can be complicated. • practical steps they can take in a range of different contexts to improve or support respectful relationships.
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• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • 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. • How to seek help when needed including when they are concerned	information and images online, and strategies for resisting peer pressure. • 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. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. <u>Who makes up my community?</u> • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	• How to recognise harmful content or harmful contact, and how to report this. • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. <u>What is media influence?</u> • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. <u>What is peer pressure?</u> • What sorts of boundaries are appropriate in friendships with peers	
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about violence, harm or when they are unsure who to trust. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • 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. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	
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Living in the Wider World: Belonging to a community, media literacy and digital resilience, money and work.			
Year 3	Year 4	Year 5	Year 6
<u>What are emergency services?</u> - How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. <u>What are emergency situations?</u> - How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. <u>What do we mean by risk?</u> - About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. <u>When should I break a secret?</u> - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - How to seek help when needed including when they are concerned about violence, harm or when they are unsure who to trust. - The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults - How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	<u>How can I keep safe in my local area?</u> - About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. <u>How can we keep safe on the road?</u> - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. - About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. <u>What are hazards in the home?</u> - About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. <u>What is first aid?</u> - Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. <u>Who do I encounter?</u> - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust	<u>How can we keep our things safe?</u> - About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. <u>How can we use our phones sensibly?</u> - The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. - How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. - That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. - The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	<u>How is my data shared?</u> - about some of the different ways information and data is shared and used online, including for commercial purposes. - about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. <u>What is spiking?</u> - The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. <u>What is the issue with addiction? (vaping/smoking)</u> - About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. - The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

How can I be a responsible citizen?

- The conventions of courtesy and manners.
- to recognise that feelings can change over time and range in intensity.
- about everyday things that affect feelings and the importance of expressing feelings
- a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.
- about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).
- to recognise their individuality and personal qualities.
- to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.
- reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.
- strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.
- how friendships can change over time, about making new friends and the benefits of having different types of friends.
- that friendships have ups and downs; strategies to resolve disputes and

How can I respect my environment?

- 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.
- 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).

What are protected characteristics?

- that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

What can I be?

- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

What is hate crime?

- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

What are deep fakes?

- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations.

What are the risks with money?

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

What do I know about drugs?

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Why does media have age restrictions?

- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Bonfire Night

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

What different types of crime are there?

- reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- how to predict, assess and manage risk in different situations
- how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- to recognise that there are laws surrounding the use of legal drugs and

reconcile differences positively and safely. • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. • to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. • to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. • how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. • to recognise reasons for rules and laws; consequences of not adhering to rules and laws. • 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. • about the different groups that make up their community; what living in a community means.		<u>Why are our special people important?</u> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that families are important for children growing up because they can give love, security and stability. <u>What is media literacy?</u> • recognise ways in which the internet and social media can be used both positively and negatively. • how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. • about some of the different ways information and data is shared and used online, including for commercial purposes. • about how information on the internet is ranked, selected and	that some drugs are illegal to own, use and give to others • strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • about seeking and giving permission (consent) in different situations • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • that personal behaviour can affect other people; to recognise and model respectful behaviour online • 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 • about the relationship between rights and responsibilities • 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
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<u>How do we enforce the law?</u> • about the new opportunities and responsibilities that increasing independence may bring • reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming • how to predict, assess and manage risk in different situations • about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe • how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say • how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships • to recognise reasons for rules and laws; consequences of not adhering to rules and laws.		targeted at specific individuals and groups; that connected devices can share information. <u>How do rules help our community?</u> • to recognise reasons for rules and laws; consequences of not adhering to rules and laws. • 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. • 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). • about the different groups that make up their community; what living in a community means <u>What can and can't I do on the internet?</u> • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The different types of bullying (including online bullying), the impact	• about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced • recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images <u>What does the law say about legal drugs?</u> • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. <u>What does the law say about marriage?</u> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <u>What is a weapon?</u>
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- to recognise there are human rights, that are there to protect everyone - about the relationship between rights and responsibilities <u>What are children's rights?</u> - to recognise there are human rights, that are there to protect everyone. - about the relationship between rights and responsibilities. <u>What is the law and why do we have it?</u> - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. - That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. - how to recognise who to trust and who not to trust, how to judge when		of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. <u>What is gambling?</u> - Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. - The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. - to recognise reasons for rules and laws; consequences of not adhering to rules and laws <u>What is antisocial behaviour?</u> - about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. - reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and well-being with reference to social media, television programmes, films, games and online gaming. - How to predict, assess and manage risk in different situations. - strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. - about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. - strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. - about discrimination: what it means and how to challenge it. - how to recognise pressure from others to do something unsafe or that
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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.			makes them feel uncomfortable and strategies for managing this. • where to get advice and report concerns if worried about their own or someone else's personal safety (including online). • to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. • to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. • 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. • 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. <u>What is shop theft?</u> • to recognise reasons for rules and laws; consequences of not adhering to rules and laws
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Health and wellbeing: Physical health and wellbeing, growing and changing and keeping safe STATUTORY REQUIREMENTS			
Year 3	Year 4	Year 5	Year 6
<u>What is Mental Health?</u> - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. - 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). - 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. <u>What am I good at?</u> - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	<u>How can I be a hygiene hero?</u> - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <u>How do my choices help me to be healthy?</u> - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - The importance of promoting general wellbeing and physical health. - How and when to seek support including which adults to speak to in school if they are worried about their health (mental or physical). - the characteristics and mental and physical benefits of an active lifestyle. - the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. - the risks associated with an inactive lifestyle (including obesity) - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	<u>How might being online impact the way I feel?</u> - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. - 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). - 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.	<u>How can I manage moving to high school positively?</u> - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. <u>How can I re-frame my thinking?</u> - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <u>How can I seek support for my mental health?</u>

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- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. <u>How can intense feelings feel?</u> - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. - 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). - 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. <u>What words can I use to talk about my feelings?</u>	- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. - About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <u>How does school build my character?</u> - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. - The conventions of courtesy and manners. <u>What are healthy habits?</u> - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - The importance of promoting general wellbeing and physical health. - How and when to seek support including which adults to speak to in school if they are worried about their health (mental or physical). - the characteristics and mental and physical benefits of an active lifestyle.	- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. - Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. - That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. <u>How might drugs and alcohol make people feel?</u> - The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. - About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. <u>How might my activity levels impact the way I feel?</u> - simple self-care techniques, including the importance of rest, time spent	- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. - The importance of promoting general wellbeing and physical health. - 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). - it is common for people to experience mental ill health. For many people who do, the problems can be resolved if
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• The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • 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). • 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. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. • How to seek help when needed including when they are concerned	• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity) • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. <u>What is my body trying to tell me?</u> • How and when to seek support including which adults to speak to in school if they are worried about their health (mental or physical). • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. <u>Why is food fuel?</u> • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	with friends and family and the benefits of hobbies and interests. • The importance of promoting general wellbeing and physical health. • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity) • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <u>How might school impact the way I feel?</u> • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • 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	the right support is made available, especially if accessed early enough. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <u>What does adulthood look like?</u> • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. <u>What is grief?</u> • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. <u>Developing Bodies(Covered in PSHEE and Science Lessons)</u> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age
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about violence, harm or when they are unsure who to trust. - How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. <u>How can vaccinations support our health?</u> - The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. <u>How does school help me?</u> - How to seek help when needed including when they are concerned about violence, harm or when they are unsure who to trust. <u>Healthy eating (Covered in DT lessons)</u> - what constitutes a healthy diet (including understanding calories and other nutritional content). - the principles of planning and preparing a range of healthy meals. - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). - Understanding the importance of a healthy relationship with food.	<u>Mental wellbeing</u> that mental wellbeing is a normal part of daily life, in the same way as physical health.	control their emotions (including issues arising online). - 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. - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. <u>What is my personal identity?</u> - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. <u>How might puberty impact the way I feel?- (Covered in PSHEE and science lessons)</u> - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. key facts about puberty and the changing adolescent body,	II, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle. - The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
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		particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	
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Additional Lessons	Year 3	Year 4	Year 5	Year 6
Keeping Safe and Health Relationships	KidSafe	KidSafe	KidSafe	Real Love Rocks
Careers Education				Dream Big Workshop Positive Footprints

Online relationships (Covered additionally in computing lessons).

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Internet safety and harms (Covered additionally in computing lessons).

- that for most people the internet is an integral part of life and has many benefits.
- about 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.
- how 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Being safe online (Covered in computing lessons).

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

Basic first aid -covered by year 5 when outside providers can deliver course.

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.