Adlington Primary School



Personal, Social, Health and Economic Education (including Relationships and Sex Education and Health Education)

End Points Curriculum Plan

This end points curriculum plan is designed to show the knowledge that will be covered in Personal, Social, Health and Economic Education (PSHE) at Adlington Primary School. The curriculum combines both the conceptual and procedural knowledge within PSHE. Information on the organisation and delivery of PSHE can be found in the PSHE Progression.

At Adlington Primary School we want all of our children to:

- Develop the self-esteem, confidence, self-awareness and understanding of risk to make informed choices and decisions;
- Have opportunities to develop their social skills and social awareness;
- Adopt responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Learn about effective interpersonal relationships and develop a caring attitude towards others;
- Adopt a caring attitude towards and responsibility for the environment;
- Understand how to manage their feelings;
- Understand how society works and the rights and responsibilities involved;
- Have opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- Receive an appropriate and effective Relationships and Sex Education (RSE) programme, which meets all of their needs;
- Have opportunities to consider and understand themselves within the wider context of physical and emotional changes;
- Are equipped with the skills and understanding to be confident with their own physical, social and emotional development.

Personal, Social, Health and Economic Education

(including Relationships and Sex Education and Health Education) End Points Curriculum Plan

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Families and close positive relationships.	Hold conversation when engaged in back and forth exchanges with their peers and teachers (Listening and Attention) Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (Self Regulation) Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. (Self Regulation)	• Recognise the roles different people (family, friends, acquaintances) play in our lives. • Identify people who love and care for us and what they do to help us feel cared. • Recognise different types of families including those different to our own. • Identify common features of family life. • Recognise that it important to tell someone they trust if something about their family makes them unhappy or worried.	• Identify that there are many different types of relationship (family, friend, acquaintance, romantic, online) • Recognise that people form relationships with different people and for different reasons. • Recognise that marriage and civil partnership as a legal relationship which is intended to be lifelong. • Recognise that people wo love and care for each other can be in a relationship living together but may also live apart. • Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster families). • Recognise shared characteristics of a positive, healthy family life including commitment, care, respect, and support. • Recognise if family relationships are making us feel unhappy or unsafe and how to seek help and advice.	• Explain that there are many different types of relationship (family, friend, acquaintance, romantic, online) which will have different effects on our lives. • Recognise that people may be attracted to someone of the same or different sex (and that gender identity and sexual orientation are different. • Identify marriage and civil partnership as a legal declaration of commitment by two adults who love and care for each other, which is intended to be lifelong. • Recognise that forcing a marriage on someone is a crime and help and support is available. • Identify that people in relationships may also live in different circumstances and without a legal declaration. • Explain and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster families) and that all types can give members love, security and stability. • Explain shared characteristics of a positive, healthy family life including commitment, care, respect, and support. • Recognise if family relationships are making us feel unhappy or unsafe and how to seek help and advice.

Caring friendships	Work and play cooperatively and take turns with others. (Building Relationships) Form positive attachments to adults and friendships with peers. (Building Relationships) Show sensitivity to their own and to others' needs. (Building Relationships)	• Identify how people make friends and what makes a good friendship. • Identify how to recognise if we, or someone else, feels lonely and what to do. • Identify simple ways to resolve arguments positively. • Identify how to ask for help is a friendship is making us feel unhappy.	• Recognise the importance of friendships and different ways to build them. • Identify what makes a positive, healthy friendship (respect, trust, honesty, loyalty, kindness, generosity, shared interests and experiences, support with problems and difficulties). • The importance of seeking support if feeling lonely or excluded. • Recognise that healthy friendships make people feel included and ways to include those who may feel excluded. • Identify the role of peer influence in friendships and friendship groups and that this can be both positive and negative. • Recognise that friendships change over time. • Recognise that friendships have ups and downs and that there are ways to resolve issues positively. • Recognise if a friendship is making them unhappy or uncomfortable and ways to manage this including seeking support.	• Explain the importance of friendships, strategies to build them and their role in supporting wellbeing. • Explain what makes a positive, healthy friendship and that the same principles apply to online friendships as to face-to-face friendships. • Identify strategies if feeling lonely or excluded and seeking support if necessary. • Explain that healthy friendships make people feel included and what strategies can be used to avoid people feeling or being excluded. • Explain strategies for recognising and managing the effects (positive and negative) of peer influence and seeking peer approval in friendships and friendship groups. • Identify that friendships change over time and that there are benefits of making new friends and having different kinds of friends. • Explain how friendships have ups and downs and what strategies can be used to both avoid issues and reconcile differences. • Recognise if a friendship is making them unhappy or uncomfortable and ways to manage this including seeking support.
Safe relationships		• Identify how to respond safely to adults they don't know. • Recognise that some things are private, which must be respected, and that parts of the body covered by underwear are private.	• Identify how to respond safely and appropriately to adults they may encounter whom they do not know. • Identify what personal boundaries are including what is appropriate in friendships and wider relationships. • Recognise different types of physical contact; what is acceptable and unacceptable and how to respond to unwanted physical contact.	• Identify how to respond safely and appropriately to adults they may encounter whom they do not know. • Explain what privacy and personal boundaries are and that they may differ in different friendship contexts and wider relationships. • Recognise different types of physical contact; what is acceptable and

		• Identify how to respond if physical contact makes them feel uncomfortable. • Recognise that there are situations when you should ask for permission and also when your permission should be sought. • Identify basic techniques for resisting pressures to do things you don't want to do and which may make you feel unsafe. • Identify what to do if you feel unsafe or worried for themselves or others including who to ask, vocabulary to use, and keeping trying until they heard. *This includes the importance of not keeping adults' secrets (only happy surprises that others will find out about)*	• Recognise that seeking and giving permission is essential in different situations. • Recognise if you are under pressure from others to do something unsafe or makes you feel uncomfortable and what to do about this. • Recognise that there are times when you should not agree to keep something secret and times when it is right to break a confidence or share a secret. • Identify appropriate places to get advice and report concerns if worried about your own or someone else' personal safety.	unacceptable and strategies to respond to unwanted physical contact. • Explain how seeking and giving permission is essential and differs in different situations. • Identify why pressure from others can lead to doing things that may be unsafe or make you feel uncomfortable and consider strategies for managing this. • Recognise that there are times when you should not agree to keep something secret and times when it is right to break a confidence or share a secret. • Identify appropriate places to get advice and report concerns if worried about your own or someone else' personal safety.
Respecting yourself and others	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (Self Regulation) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when	• Recognise what is kind and unkind behaviour and how this can affect others. • Identify how to treat yourself and others with respect. • Identify how to be polite and courteous. • Recognise the ways in which you are the same and different to others. • Listen to others and play and work co-operatively.	• Identify ways that personal behaviour can affect other people. • Recognise and apply respectful behaviour in all contexts including online. • Identify the importance of respecting yourself and how this can affect how you think and feel about yourself. • Identify that everyone, including yourself, should expect to be treated with respect and politely by others in all contexts. • Recognise ways to improve your, or support others', respectful and courteous behaviour and approach to relationships.	• Explain ways that personal behaviour can affect other people. • Identify, explain and apply respectful behaviour in all contexts including online. • Explain the importance of respecting yourself and how this can affect how you think and feel about yourself. • Explain that everyone, including yourself, should expect to be treated with respect and politely by others in all contexts. • Identify and refine ways to improve your, or support others', respectful and courteous behaviour and approach to relationships.

	appropriate. (Self Regulation) Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (Self Regulation) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (Managing Self) Explain the reasons for rules, know right from wrong and try to behave accordingly. (Managing Self) Set and work towards simple simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (Self Regulation)	• Talk about and share opinions on the things that matter to them and others	• Recognise that there are differences and similarities between people. • Identify what you have in common with other people. • Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to your own. • Discuss issues, listening with respect to other people's views and constructively challenging opposing opinions.	• Explain that there are differences and similarities between people and identify what you have in common with other people. • Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to your own. • Discuss and debate topical issues, listening with respect to other people's views and constructively challenging opposing opinions.
Managing hurtful behaviour and bullying		• Recognise that bodies and feelings can be hurt by actions and words. • Identify how people may feel if they experience	• Recognise the impact of bullying and the consequences of hurtful behaviour. • Identify appropriate ways to respond to hurtful behaviour experienced or	• Explain the significant impacts of bullying and the consequences of hurtful behaviour. • Identify appropriate strategies to prevent and respond to hurtful behaviour

		hurtful behaviour or bullying. • Recognise that hurtful behaviour including teasing, name-calling, deliberately excluding other and bullying is not acceptable and how to report these to a trusted adult.	witnessed, how to report concerns and get support. • Recognise what discrimination means in words and actions and ways to respond to it appropriately.	experienced or witnessed, how to report concerns and get support. • Explain what discrimination means in words and actions and ways to respond to it and challenge it appropriately.
Online relationships		• Recognise that some people say hurtful things online and this behaviour is not acceptable. • Recognise that sometimes people may behave differently online including pretending to be someone they are not.	• Recognise what it means to know someone online and how this differs from knowing someone face-to face including the potential risks of communicating with someone not known face-to-face. • Recognise if an online friendship is making them unhappy or uncomfortable and ways to manage this including seeking support. • Recognise why sometimes people may behave differently online including pretending to be someone they are not and how to report concerns.	• Explain what it means to know someone online and how this differs from knowing someone face-to face including the potential risks of communicating with someone not known face-to-face. • Recognise if an online friendship is making them unhappy or uncomfortable and ways to manage this including seeking support. • Recognise why sometimes people may behave differently online including pretending to be someone they are not; strategies for recognising risks and harmful content and how to report concerns.
Being safe		• Identify that rules and age restrictions can keep us safe. • Identify risks in simple everyday situations and what actions to take to minimise harm. • Identify how to keep safe at home including basic electrical and fire safety. • Recognise that some household products can be harmful.	• Recognise the reasons for following and complying with regulations and age restrictions as they are part of our personal safety. • Identify ways to predict, assess and manage risks in different situations. • Recognise hazards in the home and what can be done to reduce risks. • Identify the importance of using medicines and household products safely. • Identify ways to keep safe in both the local environment and unfamiliar places	• Discuss the reasons for following and complying with regulations and age restrictions and their role in promoting personal and social safety and wellbeing (with reference to social media, gaming and entertainment media) • Explain ways to predict, assess and manage risks in a wider range of situations. • Recognise hazards in the home both in and beyond their control and what strategies can be used to reduce risks. • Explain the importance of only using medicines and household products safely.

		• Recognise that other ways are needed to keep safe in other situations (park, swimming pool, street, online – see below) and how to cross the road safely. • Identify people whose job it is to keep us safe. • Identify what to do if there is an accident and someone is hurt. • Identify how to get help in an emergency (dialling 999 and what to say)	and online (see below) including specific hazards (fireworks).	• Explain strategies for keeping safe in both the local environment and unfamiliar places and online (see below) including specific hazards and the safe use of digital devices in public.

Mental wellbeing		• Identify what keeping healthy means in mental wellbeing. • Describe different ways to stay healthy. • Experience different ways to rest and relax. • Identify different ways to learn and play and the importance of taking breaks from screen activities.	• Identify and discuss choices that can be made to support positive mental health. • Describe the attributes of good mental health and how to maintain them. • Identify how rest, relaxation and sleep contribute to personal wellbeing. • Recognise the benefits of the internet along with the importance of balancing time online with other activities.	• Describe why different choices can be made that affect a healthy lifestyle and recognise what might influence these choices. • Describe further approaches to achieving a good state of mental health and identify negative influences on mental health and signs of illness. • Recognise different approaches to achieve good quality rest, relaxation and sleep to ensure a positive impact on overall mental health and wellbeing. • Describe the way internet sources can benefit our health but also the importance of strategies to manage both the time spent and influence of it.
Internet safety and harms		• Identify how the internet and digital services can be used safely to find things out and communicate.	• Recognise the that the internet and social media can be used safely and positively.	• Describe the ways that the internet and social media can be used safely and positively.

(See also Online safety aspects of the Computing Curriculum Plan)		• Recognise that not all information seen online is true. • Identify importance of taking breaks from screen activities. • Recognise basic rules to keep safe online including what is personal information and what should be kept private. • Recognise the need to tell an adult they trust if they come across anything that worries or scares them.	• Recognise the importance of balancing time online with other activities. • Recognise that information online can be unreliable, manipulated or invented for different purposes. • Identify ways to stay safe online and the importance of keeping personal information private. • Identify ways to access help and report concerns caused by online content and/or requests for information or images. • Identify ways to respond to hurtful behaviour or bullying online experienced or witnessed, how to report it and get support.	• Identify strategies to manage both the time spent on screens and influence of them. • Identify the ways that information online can be misleading, manipulated or invented for different purposes and to provoke reactions. • Explain ways to stay safe online and the importance of keeping personal information private and how to manage any requests for personal information or images • Identify ways to access help and report concerns caused by any form of inappropriate online content or contact. • Identify ways to respond to hurtful behaviour or bullying online experienced or witnessed, how to report it and get support.
Physical health and fitness	Negotiate space and obstacles safely, with consideration for themselves and others. (Gross Motor Skills)	• Identify how physical activity helps us stay healthy. • Describe ways to be physically active every day.	• Identify different decisions that can be made about physical health and fitness. • Identify and discuss choices that can be made to support. a healthy lifestyle. • Describe the attributes of good physical fitness and how to maintain them.	• Identify strategies for making informed decisions about physical health and fitness. • Describe why different choices can be made that affect a healthy lifestyle and recognise what might influence these choices. • Describe further approaches to achieving good physical fitness and identify signs of physical illness.
Healthy eating	Understanding the importance of healthy food choices.	• Identify what keeping healthy means in terms of food. • Identify foods that support good health. • Identify the risks of having too much sugar. • Identify which foods and drinks support dental health.	• Identify the different components of a balanced diet and their impact on healthy eating. • Describe the specific risks of not eating a healthy diet including obesity and tooth decay	• Describe different ways to have a balanced diet and different requirements for individual healthy eating. • Explore the nutritional value of commonly available foods and compare their role within a nutritious, balanced diet.

Drugs, alcohol and tobacco		• Recognise that there are things that people can put into or onto their body that can affect how they behave and feel.	• Recognise that there are things that people can put into or onto their body that can affect how they behave and feel.	• Identify the importance of medicines – being drugs that prevent and treat diseases and allergies and contribute to maintaining a healthy lifestyle. • Identify the impacts of lifestyle choices (including drugs, alcohol and tobacco on oral hygiene. • Recognise the risks and effects of legal drugs common to everyday life (tobacco products, vaping, alcohol, medicines) and that their use can become a habit which can be difficult to break. • Recognise that there are laws on the use of legal drugs and that some drugs are illegal to ow, use and give to others. • Identify some reasons why people choose to use or not use legal drugs. • Discuss the presentation of legal drugs in the public arena and media and how messages can seem mixed. • Identify organisations that can support people affected by drug use – directly and indirectly.
Health and prevention		• Identify that sleep is important. • Design and apply simple hygiene routines to stop germs from spreading • Identify that medicines (including vaccinations and immunisations) help people stay healthy. • Describe dental care including correct brushing and visiting the dentist.	• Describe the habits that can have both positive and negative effects on a healthy lifestyle. • Identify how regular exercise benefits both physical and mental health. • Identify how sleep contributes to a healthy lifestyle and describe routines to support good quality sleep. • Describe how everyday hygiene routines can limit the spread of infection. • Identify the wider importance of personal hygiene and routines to maintain.	• Identify the range of influences that can have both positive and negative effects on a healthy lifestyle. • Recognise and apply a range of ways to maintain regular exercise. • Recognise some of the short and longer-term risks associated with an inactive lifestyle. • Recognise the contributions of good quality sleep to body, feelings, behaviour and ability to earn successfully.

		• Describe how to keep safe in the sun and the dangers of sun damage to the skin. • Identify different people who help us stay physically healthy.	• Identify the role of medicines (including vaccinations and immunisations) in preventing diseases and controlling allergies. • Describe how to maintain good oral hygiene including making dietary choices. • Identify different individuals who can offer advice and support on all aspects of our health and ways to access this. • Identify how to respond in an emergency situation and how to contact the emergency services.	• Identify that bacteria and viruses can affect health and how effective hygiene routines can protect against them. • Identify the importance of adapting personal hygiene routines as the body matures. • Identify the role of specific medicines (including vaccinations and immunisations) in preventing and controlling the spread of diseases. • Recognise the impact of lifestyle choices (including drugs, alcohol and tobacco on oral hygiene. • Identify different individuals who can offer advice and support on all aspects of our health and ways to access this. • Explain how to respond in an emergency situation and how to contact the emergency services. • Recognise the female genital mutilation (FGM) is against British law and who to tell if they think they or someone they know if at risk.
Basic first aid			• Recognise what is meant be first aid.	• Explain what is meant by first aid. • Identify some basic techniques (including recovery position, CPR, defibrillator use) for dealing with incidents and common injuries. • Apply these basic techniques (including recovery position, CPR, defibrillator use) in a professionally supervised training context.
Growing and Changing.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet. (Managing Self)	• Recognise what makes us special. • Recognise the ways in which we are unique.	• Identify what contributes to our personal identify (ethnicity, family, gender, faith, culture, interests, dislikes). • Recognise our individuality and personal qualities.	• Recognise the importance of personal identify and respect for that of others. • Recognise that for some people gender identity does not correspond with their biological sex.

		• Identify what we are good at, and what we like and dislike. • Name the main parts of the body including external genitalia • Identify growing and changing from young to old and how people's needs change. • Prepare to move year groups and classes.	• Describe strengths, skills, achievements and interests and their impact on us. • Identify ways to deal with setbacks including how to change our views of them. • Use the correct terms for external genitalia in appropriate contexts. • Describe new responsibilities and opportunities that growing can bring. • Describe different ways to manage the move between year groups and classes.	• Evaluate our individuality and personal qualities. • Evaluate our strengths, skills, achievements and interests and their contribute to our self - perception and self -worth. • Evaluate perceived failures and disappointments and develop strategies to re-frame negative and unhelpful thinking. • Use the correct terms for external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • Identifying and discuss the physical and emotional changes that happen when approaching and during puberty including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. • Recognise how hygiene routines change during the time of puberty and the personal and social importance of keeping clean. • Identify how to maintain personal hygiene during the time of puberty. • Identify the process of reproduction and birth as part of the human life cycle including conception (and that there are ways to prevent it) and how babies need to be cared for. • Identify ways to access information, help and advice about growing and changing, especially about puberty. • Evaluate the new responsibilities and opportunities that come with growing and increased independence. • Evaluate strategies to manage transitions between year groups and schools.

Shared responsibilities in the wider world		• Recognise that different rules are needed for different situations. • Recognise that people and other living things have different needs. • Recognise our responsibility for caring for different people and other living things • Identify things we can do to look after the environment.	• Identify the reasons for rules and why consequences may be necessary • Recognise that there are human rights that they are there to protect everyone. • Recognise that being part of a community brings both rights and responsibilities. • Recognise the importance of compassion towards others and the ideal of shared responsibility for people and living things. • Identify and implement ways of carrying out shared responsibilities for protecting the environment.	• Explain the reasons for rules and laws and the roles of stated consequences. • Explain that there are human rights (including the UN declaration) that they are there to protect everyone. • Explain why being part of a community brings both rights and responsibilities, adhered to by all. • Explain the importance of compassion towards others and the ideal of shared responsibility for people and living things. • Identify and implement further ways of carrying out shared responsibilities for protecting the environment and of influencing the actions and behaviours of others.
Community	Talk about the lives of people around them and their roles in society. (Past and Present – UW)	• Identify which different groups you belong to • Recognise that people have different roles and responsibilities in communities • Recognise the ways you are the same as and different to others, including others in different communities	• Identify what living in a community means and how different groups make up and contribute to communities. • Identify what diversity means and the benefits of living in diverse communities. • Recognise what a stereotype is and how they can negatively influence attitudes and behaviours towards individuals and groups • Recognise prejudice and actions or behaviours which discriminate against others.	• Identify what living in a community means for the individual and the whole, and how different groups make up and contribute to communities. • Explain what diversity means and the benefits of living in diverse communities and of valuing diversity in all contexts. • Explain how stereotypes can negatively influence attitudes and behaviours towards individuals and groups and identify strategies to challenge them. • Explain prejudice and how actions or behaviours can discriminate against others and identify ways of responding to these if witnessed or experienced.
Economic wellbeing **(Money)**		• Recognise what money is, its different forms and sources.	• Recognise that there are different attitudes to spending and saving money and different people will have different experiences of money and its uses.	• Recognise that there are different attitudes to spending and saving money and different people will make different decisions and have different opinions on ‘value for money’

		• Recognise that choices can be about how to spend and save money • Recognise the differences between needs and wants and that some people may have difficulty in accessing what they need.	• Recognise that decisions on spending can affect other people and the environment. • Recognise that different people have different spending priorities based on needs and wants, and some people may have limited or no choices for their spending. • Recognise some risks associated with money and the impact it can have on people's feelings and emotions.	• Identify how decisions on spending can affect other people locally and globally and affect the environment. • Explain that different people have different spending priorities based on needs and wants, and some people may have limited. • Explain some risks associated with money and the impact it can have on people's health, wellbeing and aspirations.
Economic wellbeing **(Work, career, aspirations)**		• Recognise that jobs are the way that lots of people earn money to pay for things. • Identify different jobs locally and from the wider world. • Recognise that different strengths and interests are needed for different jobs but training may also be needed	• Explain that jobs are the way that lots of people earn money to pay for things. • Recognise that some people do voluntary work and this is unpaid. • Identify that there is a wide range of different jobs/careers. • Recognise stereotypes in relation to work and how they can limit aspirations and achievements. • Identify what might influence someone's decision about their job or career. • Recognise that wages are different for different jobs. • Recognise that some jobs require specific skills but some skills can help in many workplaces (teamwork, co-operation, problem-solving). • Recognise that there are different routes into careers. • Identify what kinds of job you may like in the future.	• Explain that jobs are the way that lots of people earn money to pay for things and to contribute to the nation's economy (including through taxation) • Identify that some people do voluntary work and discuss why they might choose to do this and how they and others can benefit. • Discuss why wages are different for different jobs and what impression this creates about different jobs. • Identify that people are increasingly having more than one job/career during their working life. • Identify how stereotypes in relation can limit aspirations and achievements. • Identify how someone might plan and prepare long term for their job or career. • Identify that some jobs/careers require long term training and qualifications but some skills can help in many workplaces (teamwork, co-operation, problem-solving) • Identify the different routes into careers. • Identify what kinds of job you may like in the future.