PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) & RELATIONSHIPS AND SEXUAL EDUCATION (RSE)



OUR APPROACH

At Columbus School, our PSHE (Personal, Social, Health, and Economic Education) and RSE (Relationships and Sex Education) curriculum is at the heart of preparing our students for a successful future. We believe in a broad, balanced, and engaging curriculum that sparks curiosity and challenges our learners. Crucially, our PSHE/RSE program is personalised to meet the unique needs of each student, empowering them to reach their full potential and confidently take their place in society.

Introduction to the aims of the curriculum

Why PSHE/RSE is Important

Our PSHE/RSE curriculum is fundamental to safeguarding our students and aligns closely with our school's Safeguarding, SMSC (Spiritual, Moral, Social, and Cultural Development), and British Values Policies. It helps children develop essential knowledge and skills, enabling them to:

- Access the wider curriculum effectively.
- Work collaboratively with others.
- Make a positive contribution to school life.
- Become responsible global citizens in a diverse society.
- Be well-prepared for the opportunities, responsibilities, and experiences of later life.

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Aims of Our PSHE/RSE Curriculum

Our core aim is to provide an age-appropriate understanding of RSE, as set out in statutory guidance. This ensures all children are safe and can understand and develop healthy relationships both now and in their future lives.

We offer learning opportunities both within and beyond the traditional curriculum. PSHE/RSE is integrated into students' EHCP (Education, Health and Care Plan) and ILP (Individual Learning Plan) targets, making it a significant part of their everyday learning and development. We celebrate individual successes in areas like:

- Self-regulation
- Social skills
- Self-care
- Community engagement

Key Areas of Learning in PSHE/RSE

Our curriculum is designed to support students in various crucial areas:

- Staying Safe: We teach children about stranger danger and e-safety, providing them with vital skills to navigate the world safely.
- Relationships and Friendships: We help students understand and build positive relationships. Through our social club, students have opportunities to develop social skills through playground games, turn-taking activities, Lego therapy, and role-play scenarios.
- Personal Development and Well-being: We cover important topics like our bodies, puberty, LGBTQ+ understanding, and how to maintain a healthy lifestyle.
- Life Skills and Community Integration: Our unique immersive room supports PSHE/RSE by simulating real-life experiences such as visiting the doctors, dentist, hairdressers, or a cafe. This helps children learn about the sounds, tools, and clothing associated with these environments, aiding their self-regulation and enabling them to transfer these skills into their daily lives.

Preparing for Adulthood

By the time our pupils leave Columbus School, our PSHE/RSE curriculum ensures they have the skills to be as healthy and independent as possible as they transition into adulthood. It helps them understand their personal and social development, addressing the moral, social, and cultural issues they will encounter as they grow up.

Our curriculum empowers pupils to understand their rights and responsibilities and to appreciate what it means to be a valued member of a diverse society. We encourage our children to develop their sense of self-worth by actively contributing to school life and the wider community.

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Myself & Others (Health and Wellbeing)	I know about mine and others identities, and choices	Myself – Pupils can identify what they look like (different attributes) and recognise their own belongings Pupils are aware that they are similar and different to others Pupils recognise things they like and don't like (making a choice from 2 items) Pupils can identify things that make them happy and indicate No for things I don't like using their preferred use of communication.	Pupils are aware of their assigned gender Others - Pupils can identify what others look like (different attributes) Pupils can identify things that make them happy and indicate No for things I don't like using their preferred use of communication.	Pupils can identify what makes Them different / same as others (looks) Pupils can show an understanding of theirs and others gender Pupils will request favourite items using their preferred use of communication.	Pupils can identify and respect their own abilities and interests and how different / same they are to others. Pupils are aware of the recognising factors that can distinguish gender (clothes/hair/makeup/shoes) Pupils can make a choice from a group of things / experiences / items using their preferred use of communication.	Pupils are aware that gender identity may be different from what we have been told Pupils are aware of what discrimination is Pupils can clearly indicate preferences and dislikes and explain why using their preferred use of communication.	Pupils are aware that we all have different identities, including sexual identity Pupils show an understanding that our gender identity may be different from what we have been told. Pupils can recognise what to do about discrimination Pupils can identify interests of others using their preferred use of communication.
		Engagement model Exploration: Pupils explore using different parts of their body looking at themselves and others and things they like and dislike. Realisation: Pupils show realisation when using different parts of their bodies and show likes and dislikes. They start to show realisation of themselves in a mirror. Anticipation: Pupils are aware of their body parts and can anticipate an object they enjoy. Persistence: Pupils are persistent with their exploration and return again and again to the experience. Initiation: Pupils reach, or indicate in their preferred method of communication that they want to explore the experience.					

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Myself & Others (Health and Wellbeing)	I know what constitutes a healthy lifestyle	Pupils can participating in personal care routines, washing hands, brushing teeth with support	Pupils can participate in personal care routines, washing hands, brushing teeth, toileting independently Pupils know the importance of, and routines for, brushing teeth and visiting the dentist	Pupils can show an understanding of the importance of personal hygiene routines - develop skills to prevent diseases spreading Pupils can identify food and drink that affect dental health Pupils know how to keep safe in the sun e.g. sun cream, sun heat, sun glasses Pupils know how to seek help when they are hurt	Pupils can suggest some healthy choices (food and exercise) Pupils can identify people who can help them to stay healthy, such as parents, doctors, nurses, dentists Pupils know why sleep and rest are important for growing and keeping healthy Pupils can describe some different ways they can look after their bodies Pupils will participate in first aid care, holding ice pack, put on plaster etc	Pupils can describe positive and negative effects of habits, such as regular exercise or eatingtoo much sugar, on a healthy lifestyle Pupils can explain how some diseases can be prevented by vaccinations Pupils know how sleep contributes to a healthy lifestyle and how they can adopt healthy sleep strategies Pupils will participate in basic first aid	Pupils know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally Pupils have a positive body image Pupils can identify the risks and effects of drugs, alcohol and smoking Pupils can recognise which bacteria and viruses can affect their healthand know how to prevent the spread of these with everyday hygiene routines Pupils understand the shared responsibility of keeping a clean environment Pupils will know basic first aid and CPR techniques

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Myself & Others (Health and Wellbeing)		**Engagement model** **Exploration:** Pupils explore how their body moves and hygiene routines by reaching out to touch, using body language and turning their head to explore different objects. **Realisation:** Pupils display a consistent reaction to a familiar/favoured object/ sensory story **Anticipation:** Pupils anticipate exercise or hygiene routines. **Persistence:** Pupils will persist and maintain attention throughout an exercise or hygiene routine. **Initiation:** Pupils indicate a desire to move their body or engage in a hygiene routine.					

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Myself & Others (Health and Wellbeing)	I know how to maintain physical, mental and emotional health and wellbeing and how my actions can affect others	Pupils can recognise a range of words to describe feelings (happy, sad, angry) and responding to simple strategies to manage feelings Pupils are aware of who they can get help from when experiencing different feelings at school	Pupils can show some understanding of different emotions and recognising a range of feelings (worried, confused, excited) and how our body responds to these emotions Pupils can show an awareness of who they can get help from when experiencing different feelings at home and at school Pupils begin to follow the golden rules	Pupils can show some understanding of managing feelings and how to cope with unwanted feelings (sensory breaks, calming space etc) Pupils can request help when experiencing different feelings.Pupils can explain how kind and unkind behaviour can make people feel e.g. upset and lonely Pupils can identify kind and unkind behaviours in and out school e.g. polite, friendly, rude,Mean and follow the golden rules	Pupils can identify when situations are becoming risky, unsafe or an emergency Pupils can describe feelings and understanding how actions affect other people, especially when angry Pupils can communicate to others how they are feeling Pupils know what bullying isand can identify if the golden rules are being followed	Pupils can identify healthy and unhealthy coping strategies and what positively and negatively affects health and wellbeing Pupils can suggest how to deal with feelings of grief Pupils are able to explore feelings around some of the experiences they have had in their lives Pupils can recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support Pupils can approach trusted adults and peers to share difficult feelings with them Pupils are aware of strategies to use if being bullied	Pupils are aware of how to deal with transitions and times of change Pupils are aware of where to get support for their physical and mental health. Pupils recognise that mental health is just as important as physical health and that both need looking after Pupils know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing Pupils can recognise the early signs of wellbeing concerns (anxiety, depression) and how to seek appropriate support

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Myself & Others (Health and Wellbeing)		**Engagement model** **Exploration:** Pupils explore things they like and dislike. **Realisation:** Pupils show realisation of things/ objects/activities that show a range of emotions including happiness, surprise and sadness. **Anticipation:** Pupils anticipate activities that make them happy. **Persistence:** Pupils are persistent with their exploration and return again and again to an experience that they enjoy. **Initiation:** Pupils reach, or indicate in their preferred method of communication that they want to explore the experience.					

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		Key Vocabulary: Boy Girl Myself Feelings Happy Sad Angry Like Don't like Choice Belongings	Key Vocabulary: Man Woman Male Female Gender Emotions Worried Confused Excited Lonely Help	Key Vocabulary: Male Female Gender Disease Hygiene Health Hurt Respect Kind Unkind Polite Rude Safe	Key Vocabulary: Celebrate Strength Goals Improve Respect Healthy choices Emergency Risky Unsafe Exercise Bullying	Key Vocabulary: Gender identity Body image Discrimination Preference Healthy Unhealthy Wellbeing Positive Negative Coping Experiences Death Dying	Key Vocabulary: Sexual identity Risks Effects Drugs Alcohol Smoking Mental health CPR Anxiety Depression Choices Transitions Bacteria Physical health

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Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Relationships	I know how to recognise different relationships	Pupils can identify who is in their family. Pupils show an understanding of the names of their immediate family members	Pupils can identify and name who is in their family Pupils can say/sign the names of their extended family members	Pupils can indicate an awareness of images of the people they know at home and at school Pupils know who is in their class Pupils can name special people in their life e.g.parents, siblings, grandparents, relatives,friends, teachers	Pupils can name different types of relationship they may be involved in (family, friendship, classmates) Pupils know what it means to be a family and how families are different, e.g. single parents, same-sex parents, parents, step-parents, blended families, foster and adoptive parents	Pupils will show an understanding that all families / relationships are different Pupils will be able to Identify acquaintances	Pupils will have an understanding of what a stranger is Pupils will name types of romantic relationships
		Engagement model Exploration: Pupils explore objects from home and school including photos of people who are important to them. Realisation: Pupils show a realisation when using an object from home or looking at a photo of a family member. Anticipation: Pupils can anticipate a familiar song or routine. Persistence: Pupils are persistent with their exploration and return again and again to the experience. Initiation: Pupils reach, or indicate in their preferred method of communication that they want to interact with a particular adult/person.					

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Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Relationships	I know how to develop and maintain healthy relationships	Pupils recognise that family and friends care for each other. Pupils greet/ part from family members/class staff appropriately eg sign / say Hello / Bye	Pupils can show some understanding of others around them and who their friends are Pupils greet/ part from known adults appropriately eg sign / say Hello / Bye	Pupils can show an appropriate response when meeting and greeting others Pupils can show an understanding that they may act differently in different relationships Pupils can identify and describe friends	Pupils know how to be a good friend, e.g. kindness, listening, honesty Pupils can use strategies for positive play with friends, e.g. joining in, including others, etc. Pupils can recognise hurtful behaviour,e.g. shouting, pushing, name calling	Pupils can identify people who they like and those they don't particularly feel comfortable with Pupils will show an understanding of the characteristics of positive healthy relationships Pupils can identify what causes arguments between friendse.g. sharing, losing a game, jealousy	Pupils demonstrate an awareness of what they can/can't do in different relationships Pupils know how to positively resolve arguments between friends e.g. talk about feelings, apologise Pupils are aware that friendships can change over time and the benefits of having new and different types of friends
		Engagement model Exploration: Pupils explore objects from home and school including photos of their family/friends and people that are important to them. Realisation: Pupils show a realisation when using a familiar object from home or school, or looking at a photo of a person important to them. Anticipation: Pupils can anticipate a familiar song or routine. Persistence: Pupils are persistent with their exploration and return again and again to the experience with a preferred person. Initiation: Pupils reach, or indicate in their preferred method of communication that they want to interact with a particular adult/person.					

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Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Relationships	I know how to respect equality and diversity and keep safe in a relationship seeking support when a relationship breaks down	Pupils can listens and responds to others - shows and gives empathy, Playing cooperatively	Pupils can Identify friends and respect them Pupils can use strategies for positive play with friends, e.g. joining in, including others, etc. Pupils can identify who they can talk to (if concerned) at home and at school	Pupils will show an understanding of special people (who cares for them and helps them) and explain what makes them special and why they are important in their lives. Pupils understand the importance of telling someone (and how to tell them) if you are worried about something in your family Pupils will show an awareness of kind and unkind behaviours	Pupils will identify which parts of the body are 'ok'/'not ok' to touch when meeting somebody-Consent Pupils show an understanding of correct terminology - Gay, Lesbian Bisexual and Transgender Pupils show they're aware that some people behave differently online, and may pretend to be someone else Pupils can suggest how to stay safe online Pupils recognise and respond to bullying Pupils can show an awareness that relationships can change and how to talk about the emotions associated with this (eg falling out with friends and asking for help)	Pupils will demonstrate listening and responding effectively to people Pupils will know that some people behave differently online, they may pretend to be someone else Pupils know the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help Pupils know how to resist pressure to do something that feels uncomfortable or unsafe - Consent Pupils will recognise abusive behaviour and identify how to get help	Pupils will show they can identify and respect similarities and differences in others Pupils can give examples of how to judge if a relationship is making them unhappy or uncomfortable Pupils work as a team, and can identify the strengths of the individual members of the team Pupils can discuss how information is shared and used online / sexting Pupils know of why, when and how to seek help from a trusted adult, or report inappropriate or abusive behaviour Pupils are aware of what forced marriage is and how they can get help

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		Engagement model **Exploration:** Pupils explore objects from home and school including photos of their family/friends and people that are important to them. **Realisation:** Pupils show a realisation when using a familiar object from home or school, or looking at a photo of a person important to them. **Anticipation:** Pupils can anticipate a familiar song or routine. **Persistence:** Pupils are persistent with their exploration and return again and again to the experience with a preferred person. **Initiation:** Pupils reach, or indicate in their preferred method of communication that they want to interact with a particular adult/person.					
Relationships		**Key Vocabulary:** Family Friends Caring Sharing Helpful Playing	**Key Vocabulary:** Family members Respect Protection Warmth Food Positive play	**Key Vocabulary:** Relationships Relatives Greetings Special Community Kind Unkind Worried Behaviour	**Key Vocabulary:** Single parent Same-sex parent Step-parents Blended families Foster parents Adoptive parents Consent Gay Lesbian Bisexual Transgender Bullying Online Safe	**Key Vocabulary:** Healthy relationships Acquaintances Abusive behaviour Characteristics Inappropriate touch Uncomfortable Jealousy Pretend Arguments On-line relationships Surprise Secrets	**Key Vocabulary:** Stranger Marriage Romantic relationship Similarities Differences Arguments Jealousy Childline Abusive Sexting Forced Marriage Trusted adult

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Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
My Body	I know the correct names for my body parts	Pupils can name or touch when requested, main body parts - Head, arms, legs, back tummy, fingers and toes	Pupils can name facial body parts - eyes, eyebrows, eyelashes, ears, nose, chin, cheeks, lips, teeth, tongue and mouth Pupils can move their body in certain ways when requested, walk, jump, crawl, skip, close eyes, reach up etc.	Pupils can name body parts - Shoulders, elbow, knees, ankles, Knuckles, wrist, Pupils can identify some functions of body parts - ears: hear, eyes: see etc Pupils can name the ways in which their body moves.	Pupils use the correct terminology for all external body parts including male and female genitals	Pupils can locate where their heart and lungs are	Pupils can name main internal organs and their functions
		Engagement model **Exploration:** Pupils explore using different parts of their body in different ways. **Realisation:** Pupils show realisation when using different parts of their body and use different parts of their body on request. **Anticipation:** Pupils are aware of their body parts and show anticipation, through different parts of their bodies, of the experiences available to them. **Persistence:** Pupils are persistent with their exploration and return again and again to the experience using various body parts. **Initiation:** Pupils reach, or indicate in their preferred method of communication that they want to explore the experience.					

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Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
My Body	I know the changes my body will go through as I grow	Pupils recognise that people grow and change Pupils can identify the difference between a baby and an adult	Pupils will show an understanding that people grow and change at different rates.	Pupils can describes the difference between a – baby / child / teenager / adult / elderly person etc Pupils can identify some of the changes that are taking place in my body 'right now'	Pupils know how their body changes during puberty Pupils recognise that animals (including humans) grow and have babies	Pupils will be aware of the cycle of life and changes our body goes through Pupils are aware that certain medications can change how their body changes and grows	Pupils are aware of how our body changes as it goes through pregnancy Pupils are aware of the options available for gender transitioning
		Engagement model **Exploration:** Pupils explore different ages of people, by looking at photos, books, videos or real people. **Realisation:** Pupils show realisation when using different parts of their body and use different parts of their body on request. **Anticipation:** Pupils are aware of their body parts and show anticipation, through different parts of their bodies, of the experiences available to them. **Persistence:** Pupils are persistent with their exploration and return again and again to the experience using various body parts. **Initiation:** Pupils reach, or indicate in their preferred method of communication that they want to explore the experience.				

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Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
My Body	I know how to care for my body	Pupils participates in some basic hygiene and personal care routines - washing hands, brushing teeth	Pupils participates in some basic hygiene and personal care routines - Toileting, brushing hair	Pupils will show an understanding that some personal care routines are done in private Pupils can identify items to use to keep themselves clean	Pupils know why it is important to keep clean and the importance of personal hygiene during puberty Pupils participates in some basic hygiene and personal care routines - Changing pad when menstruating, using deodorant	Pupils recognise that body odour is an unpleasant smell and the importance of showering Pupils can Wash / shower independently and regularly	Pupils recognise the importance of a healthy diet and body functions Pupils are aware how to complete a self examination and the benefits
		Engagement model **Exploration:** Pupils explore different hygiene routines by reaching out to touch, using body language and turning their head to explore different objects. **Realisation:** Pupils display a consistent reaction to a familiar/favoured object/ sensory story **Anticipation:** Pupils anticipate a familiar hygiene routine. **Persistence:** Pupils will persist and maintain attention throughout a hygiene routine. **Initiation:** Pupils indicate a desire to engage or not to engage in a hygiene routine.					

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Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
My Body	I know how to keep myself safe	Pupils can demonstrate how to keep safe in the classroom Pupils can move safely around school Pupils can use a simple computer or iPad game with support	Pupils can identify how to keep safe at home Pupils can demonstrate how to keep themselves safe - the pants rule - 'Let's talk pants'(NSPCC) Pupils know who the police are and that they are there to help Pupils know to ask an adult before using a new computer game or app	Pupils demonstrate understanding of the 'private' zones on the body Pupils can identify the 'non private' zones on the body, these areas of the body are the hands / wrists /arms Pupils can name the private spaces in the school, home and community Pupils demonstrate how to keep safe when walking in the community Pupils know how to get help in anEmergency Pupils can use the internet safely to find out information Pupils know to tell an adult if they are worried about something online	Pupils identify why private zones are private and how to show a negative response - speech, sign, facial expression, body posture to a 'NOT okay' touch - Consent Pupils demonstrate understanding that the spaces that we share with other people are not private Pupils know the roles of those who may need to touch us with permission (doctors, physio's etc) and that we may sometimes need to be touched if we are injured/ upset/need changing etc Pupils know what female genital mutilation (FGM) is and that it's not OK - tell a trusted adult Pupils understand the difference between a surprise and a secret Pupils can follow simple rules about what they can safely share online	Pupils demonstrate an understanding that spaces 'at home' we share with other people are not private and how to behave in a shared space Pupils are aware of how to behave and remain safe in a 'private space' and respond appropriately to someone entering my 'private space' Pupils will show an understanding that it is 'NOT okay' to touch your private areas unless in Private Pupils know that female genital mutilation is against British law Pupils know what to do and whom to tell if they think they or someone they know might be at risk of FGM Pupils recognise and use age appropriate online content and games Pupils manage requests for personal information appropriately with prompts	Pupils demonstrate an understanding of what masturbation is and where it can be done. Pupils are aware of appropriate ways to request private time and why it is not okay to share a private space (toilet/bathroom/shower) with another person at home/at school/in the local community Pupils can identify how to respond if any touch feels 'NOT okay' and who to go to for help Pupils demonstrate how to keep safe when out in the community and how to get help Pupils demonstrate awareness of sexting and safe sharing of images Pupils know how to report inappropriate images or messages on social media Pupils know how to use a webcam safely

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Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
My Body		**Engagement model** **Exploration:** Pupils explore using different parts of their body in different ways and move safely in a familiar environment. Exploring ways to communicate no. **Realisation:** Pupils show realisation when using different parts of their body and use different parts of their body on request. They can stop/go on request. **Anticipation:** Pupils are aware of their body parts and show anticipation, through different parts of their bodies, of the experiences available to them. **Persistence:** Pupils are persistent with their exploration and return again and again to the experience using various body parts. **Initiation:** Pupils reach, or indicate in their preferred method of communication that they want to explore the experience.					
	I know I can make choices about sex and contraception		Pupils can identify some parts of the body including private parts using the 'underwear' rule Pupils can keep their private parts private in class by not removing their clothes in front of others	Pupils understand what it means when someone says No or Yes Pupils can say which parts of the body are/are not OK to touch on others or for others to touch on them	Pupils are aware of the word consent Pupils can give and refuse consent in familiar situations Pupils can touch others appropriately by following learnt rules and boundaries	Pupils have an understanding of what sex is and the right to say no(consent) and No means No Pupils have an understanding contraceptive choices and where to get them from Pupils have an understanding of pregnancy, birth	Pupils will show an understanding of consent, giving and receiving, peer pressure and saying NO Pupils can identify what to do if contraception fails Pupils can recognise signs of sexually transmitted diseases

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Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
My Body		Engagement model Exploration: Pupils explore using different parts of their body in different ways and Exploring ways to communicate no. Realisation: Pupils show realisation when using different parts of their body and use different parts of their body on request. They can stop/go on request. Anticipation: Pupils are aware of their body parts and show anticipation, through different parts of their bodies, of the experiences available to them. Persistence: Pupils are persistent with their exploration and return again and again to the experience using various body parts. Initiation: Pupils reach, or indicate in their preferred method of communication that they want to explore the experience or not.					
	I know how to care for babies		Pupils will be able to identify basic emotions in themselves and others (e.g., happy, sad) and show empathy towards a doll or another child.	Pupils will participate in cooperative play activities involving caring for a doll, demonstrating sharing and taking turns. Pupils will be able to identify and express three basic emotions (happy, sad, angry) related to a baby's needs (e.g., hunger, tiredness, discomfort) Pupils will be able to button and unbutton clothing on a doll. Pupils will be able to carry a small object (e.g., a baby doll) without dropping it.	Pupils will be able to name three essential items needed for a baby's care (e.g., bottle changing, dummy). Pupils will be able to explain why it's important to wash hands before and after handling a baby. Pupils will be able to take turns caring for a class pet or doll.	Pupils are aware of the feeding needs of a baby and different feeding options Given a scenario (e.g., a crying baby), the child will be able to suggest a possible reason and suggest a comforting action (e.g., feeding, rocking, cuddling). Pupils will be able to describe the basic stages of a baby's development (e.g., crawling, sitting, standing) by the end of the term.	Pupils show an understanding of caring for a baby, the demands, keeping them safe and who to get help from Pupils are aware that newborns don't have a sleep pattern the same as an adult Pupils are aware of the role of a health visitor Pupils will be able to identify potential hazards in a baby's environment (e.g., sharp objects, hot surfaces). Pupils will be able to sequence steps in caring for a baby (e.g., feeding, changing, playing).

PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) & RELATIONSHIPS AND SEXUAL EDUCATION (RSE)

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
My Body		**Engagement model** **Exploration:** Pupils explore different routines with dolls/babies. **Realisation:** Pupils display a consistent reaction to a familiar/favoured object/ sensory story **Anticipation:** Pupils anticipate a familiar routine. **Persistence:** Pupils will persist and maintain attention throughout a routine. **Initiation:** Pupils indicate a desire to engage or not to engage in a routine.					
		Key Vocabulary: Body parts Baby Adult Safe	**Key Vocabulary:** Functions Growing Pant's rule Underwear	**Key Vocabulary:** Genitals Vagina Penis Private zone Community Teenager	**Key Vocabulary:** Puberty Body changes Period Deodorant FGM Consent Surprise Secret	**Key Vocabulary:** Odour Private Space Permission Consent Sex Bottle feeding Breast feeding Care Babies	**Key Vocabulary:** Internal organs Muscles Bones Masturbation Contraception Sexually transmitted disease Pregnancy Birth Health visitor Sleep deprivation

PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) & RELATIONSHIPS AND SEXUAL EDUCATION (RSE)

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Living in the wider world	I understandmy own andothers rights andresponsibilities	Pupils can follow some simple class rules	Pupils can demonstrate an understanding of the group and class rules	Pupils can demonstrate an understanding of the group and class rules - why they areimportant/shared responsibility	Pupils can demonstrate an understanding of being a part of the community and who works in the community	Pupils know what human rights are and how they protect peopleThey can identify basic examples of human rights including the rights of children	Pupils know the meaning and benefits of living in a community and the rights and responsibilities
		Engagement model **Exploration:** Pupils explore simple games with simple one word instructions. **Realisation:** Pupils recognise and respond to adults simple instructions in order to achieve an outcome **Anticipation:** Pupils anticipate what will happen next, linking this to a familiar routine. **Persistence:** Pupils will persist and maintain attention until the instruction has been completed. **Initiation:** Pupils vocalise or look to a favoured adult for support if they are unsure of something or need help.					
	I know the importance of responsible behaviours and actions	Pupils have an understanding of how to take turns with an adult - my turn/your turn on core board	Pupils have an understanding of right and wrong Pupils can remove themselves from a situation - sensory break	Pupils are aware of the importance of respecting their own and others' needs in class Pupils will request sensory breaks	Pupils can describe respectful behaviours e.g.helping or including others, being responsible	Pupils can make suggestions on ways to be respectful	Pupils will demonstrate respectful behaviour at school and in the community

PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) & RELATIONSHIPS AND SEXUAL EDUCATION (RSE)

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
		Engagement model Exploration: Pupils explore simple turn taking games with simple one word instructions. Realisation: Pupils recognise and respond when it is their turn. Anticipation: Pupils anticipate when it is their turn in a simple familiar turn taking game. Persistence: Pupils will persist and maintain attention during a simple turn taking game.. Initiation: Pupils vocalise or look to an adult for support if they are unsure of something, need help or want their turn during a turn-taking game.					
Living in the wider world	I know it is important to respect equality and be a productive member of a diverse community	Pupils can participate in some traditions of their classroom community.	Pupils can recognise that everybody is unique in some ways and the same in others Pupils can participate in some traditions of their community.	Pupils are aware of the people who work in the community Pupils can participate in some traditions from around theworld.	Pupils know how a community can help people from different groups to feel included Pupils know the ways in which rules and laws keep people safe and can recognise the importance of rules and laws in wider society Pupils know the importance of abiding by the law and what might happen if they are broken	Pupils can identify the importance of self-respect and their right to be treated respectfully by others Pupils recognise ways in which people show respect and courtesy in different cultures and in society e.g. handshake, how we dress etc Pupils are aware of anti-social behaviour and respecting andresolving differences and know where to go or who they can speak to.	Pupils can identify the different groups that make up and contribute to a community Pupils can describe the individuals and groups that help the local community, including through volunteering and work

PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) & RELATIONSHIPS AND SEXUAL EDUCATION (RSE)

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Living in the wider world		**Engagement model** **Exploration:** Pupils will display a positive reaction to an event, responding to a stimulus in school or out in the community **Realisation:** Pupils will respond with different emotions appropriate to the context. Pupils display a consistent reaction in school and out in the community **Anticipation:** Pupils anticipate an event in a familiar environment, anticipate it is about to begin, and anticipate a recurring event **Persistence:** Pupils will join in with activities in school, community and different environments **Initiation:** Pupils indicate a desire to initiate an activity.					
	I know the importance of respecting and protecting the environment	Pupils will with support participate in tidying the classroom	Pupils will participate in tidying the classroom and playground Pupils can demonstrate how to look after animals Pupils are aware of the importance of using kind hands with animals	Pupils can demonstrate an understanding of recycling in the classroom Pupils can demonstrate how to look after the classroom environment	Pupils can demonstrate an understanding of recycling in the home Pupils can demonstrate how to look after the school environment	Pupils can demonstrate an understanding of the effects of recycling in the community pupils can demonstrate how to look after the outdoor school environment and local countryside	Pupils can demonstrate an understanding of the effects of recycling in the world and how different countries do/don't recycle Pupils know the importance of protecting the environment and how everyday actions can either support or damage it

PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) & RELATIONSHIPS AND SEXUAL EDUCATION (RSE)

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Living in the wider world		**Engagement model** **Exploration:** Pupils will explore objects that represent protecting the environment. They will also explore recycled materials. Explore the school and local environment **Realisation:** Pupils recognise and respond when immersed in different environments in and out of school. **Anticipation:** Pupils will anticipate and place recycled materials and different objects in containers. **Persistence:** Pupils will persist with putting recycled materials and different environmental objects in containers **Initiation:** Pupils will reach for or indicate with their preferred form of communication that they want to explore an object.					

PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) & RELATIONSHIPS AND SEXUAL EDUCATION (RSE)

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Living in the wider world	I understand the importance of managing money effectively and where money comes from	Pupils can use money in their play (role play in shop)	Pupils know that money can be exchanged for things	Pupils know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, cash Pupils will participate in classroom jobs	Pupils know that people are paid money for the job they do Pupils know how to use money - saving and spending'Enterprise' - Pupils will participate in an enterprise in school	Pupils can name different jobs that people may have from different sectors e.g. teachers, business people, charity work Pupils know that people can have more than one job at once or over their lifetime Pupils can discuss common myths and gender stereotypes related to work Pupils can identify the skills needed to do a job, such as teamwork and decision-making Pupils can identify that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions Pupils can recognise the difference between needs and wants and explain how people make choices about spending money, including thinking about needs and wants	Pupils know why people make different spending decisions based on their budget, values and needs Pupils can demonstrate how to keep track of money and why it is important to know how much is being spent Pupils can recognise the value for money and how to judge if something is value for money Pupils are aware of how companies encourage customers to buy things and why it is important to be a critical consumer Pupils know how having or not having money can impact on a person's emotions, health and wellbeing Pupils are aware of the common risks associated with money, including debt, fraud and gambling Pupils can explain how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk Pupils understand how to get help if they are concerned about gambling or other financial risks

PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) & RELATIONSHIPS AND SEXUAL EDUCATION (RSE)

Subject Specific Skill	End Point	EYFS	KS1	KS2	KS3	KS4	KS5
Living in the wider world		**Engagement model** **Exploration:** Pupils explore simple role play games that include money. Understanding safety of not putting the coins in their mouths **Realisation:** Pupils recognise and respond to object and coin exchange **Anticipation:** Pupils anticipate when it is their turn in a familiar role play activity **Persistence:** Pupils will persist and maintain attention during a simple activity. **Initiation:** Pupils vocalise or look to an adult for support if they are unsure of something, need help or want their turn during a role play game					
		Key Vocabulary: Rules Choices Respect Right Wrong Take turns Roles Jobs Money Cost Buy Pay	**Key Vocabulary:** Rules Unique Environment Care Respect Animals	**Key Vocabulary:** Emergency Respect Rules Communities Responsibility Rights Respect Duties	**Key Vocabulary:** Debate Health Wellbeing Community Rules Laws Safety Sustainable Environment	**Key Vocabulary:** Debate Health Wellbeing Diversity Difference Rights Responsibilities Duties Respect	**Key Vocabulary:** Rules Laws Respect Resolve Differences Human Rights Cultural British Law Communities Critical Media Debate Health Wellbeing Community Environment Resources Enterprise Gambling Scams Risks