IQRA PRIMARY SCHOOL SLOUGH PSHE CURRICULUM

	Autumn: Living in the wider world			Spring: Relationships			Summer: Health and Wellbeing		
	Belonging to a community	**Media literacy and digital resilience**	**Money and work**	**Families and friendships**	**Safe relationships**	**Respecting ourselves and others**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
EYFS	- Recognises that they are part of different communities and social groups, and confidently talk about their home and local community	- Know and talk about what a sensible amount of 'screen time' consists of and how too much can impact their wellbeing - Seek adult support to help them keep safe online	- Persevere when something is challenging - Achieve a goal they have chosen, or one which is suggested to them	- Show empathy towards their peers - Solve small conflicts through speaking to each other and being assertive	- Identify and name feelings in themselves and others, e.g. cross, lonely, worried - Seek adult support to help them in managing emotions and conflicts - Understand that their body belongs to them; begin to recognise personal space and simple boundaries and identify trusted adults who can help them.	- Begin to understand and discuss consequences of behavior - Talk positively about themselves and what they can do	- Solve small conflicts through speaking to each other and being assertive	- Select and use activities and resources independently - Show empathy towards their peers e.g. understanding of another child's perspective	- Explain why rules are important - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices - Recognise when something feels uncomfortable or unsafe and know to tell a trusted adult
Year 1	- What rules are - Caring for others' needs. Recognise when others may need help or support e.g. kind, sharing, listening - Looking after the environment	- Using the internet and digital devices - Communicating online	- Strengths and interests and how they are needed to do different jobs - Jobs in the community	- Roles of different people in children's lives - Importance of Families - Feeling cared for	- Understanding and recognising what privacy is - Staying safe - Seeking permission - Personal space and body boundaries; understanding that their body belongs to them - Safe and unsafe secrets; knowing who to tell if something makes them uncomfortable	- How our own behaviour affects others. - Being polite and respectful.	- Keeping healthy - Food and exercise - Hygiene routines - Sun safety	- Recognising what makes them unique and special - Learning about different feelings - Managing when things go wrong - Growing older – human life cycle	- How rules and age restrictions help us - Keeping safe online - Knowing when and how to ask a trusted adult for help about something that happens online or offline

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Year 2	- Develops an understanding of what it means to belong to a group and recognises their role within it - Roles and responsibilities - About similarities and differences in the community.	- The internet in everyday life. - Online content and information – staying safe	- What money is - The difference between needs and wants - Looking after money	- Making friends - Feeling lonely and getting help - Working together and being considerate	- Managing secrets - Resisting pressure and getting help - Recognising hurtful behaviour - Understanding safe and unsafe secrets, and when a secret should be shared with a trusted adult - Recognising appropriate and inappropriate behaviour and knowing how to seek help	- Recognising things they have in common with others and differences with others - Playing and working cooperatively - Sharing opinions	- Why sleep is important - Medicines and keeping healthy - Managing feelings and asking for help	- Growing older and changes over time - Moving class or year group	- Safety in different environments - Risk and safety at home - What to do in emergencies - Keeping personal information private online and knowing what to do if someone asks for information that feels unsafe to share.
Year 3	- What makes a community - Shared responsibilities: taking turns, following rules, and supporting others so everyone feels safe and included	- How data is shared and used - Online Relationships – healthy or unhealthy? - Misinformation and disinformation - Online harassment and recognising when technology is being used in a harmful way	- Making decisions about money – ways to pay - Using and keeping money safe - Lending and borrowing money	- Positive friendships - including online - Together everyone achieves more - Managing when things go wrong - Understanding loss, grief and bereavement, and knowing where to seek support	- Responding to hurtful behaviour - Managing confidentiality - Recognising risks online - Recognising harmful behaviour, knowing that abuse is never their fault, and knowing how and when to tell a trusted adult -	- Respecting differences and similarities - Discussing differences sensitively	- Maintaining a balanced lifestyle - Oral hygiene and dental care	- PANTS – my body my choice - Good night, Good Day (importance of a bedtime routine) - Personal hygiene routines	- Medicines and household products - Drugs common to everyday life; healing or harmful?
Year 4	- The value of rules and laws - Rights, freedoms and responsibilities	- How the internet is used – networking e.g. emails, WhatsApp, Snapchat - Assessing safety and dangers of information online including cyberbullying - Online gaming: risks, in-game purchases and gaming monetisation; scams, fraud and other financial	- Are all rights equal? - Job stereotypes - Setting personal goals – self achievement	- What makes a family. - Happy minds, happy people (positive mental health)	- Personal boundaries - Safely responding to others - The impact of hurtful behaviour - Recognising harmful or abusive behaviour and knowing how to seek help	- Recognising respectful behaviour - The importance of self-respect - Courtesy and being polite	- Health choices and habits - What affects feelings - Expressing feelings	- Personal strengths and achievements - Managing and reframing setbacks	- Risks and hazards - Safety in the local environment and unfamiliar places - Nicotine and vaping: understanding risks, dependence and the dangers of nicotine products

		harms. Recognise that gaming can become harmful or addictive - Understanding the importance of privacy and protecting personal data online								
Year 5	- Protecting the environment - Compassion towards others – being a responsible global citizen - Role of Governments in protecting the environment (Rule of Law)	- Different media types – their role and impact - How information online is targeted e.g. online platforms like TikTok and Instagram (algorithms) - Think before you click – data protection and scams - Recognise that online images, videos and accounts can be manipulated or created using AI, and that online content may not be real	- Identifying job interests and aspirations - What influences career choices (bias)? - The role of banks in borrowing and saving money (include interest with Islamic perspective) - Budgeting and debt – needs vs debt	- Managing friendships and peer influence - It's okay to disagree – you are in charge!	- Physical contact and feeling safe - Is this a good relationship (false friends)? - Recognise sexual harassment and other harmful behaviour in an age-appropriate way; knowing how to seek help. - Understanding pressure to share images or personal material online and knowing how to report concerns	- Personal and social boundaries – what are they and how can they help us? - Recognising prejudice and discrimination	- Healthy sleep and hydration habits for energy and focus - Exercise in increasing mental clarity and emotional regulation	- Personal identity - Recognising individuality and different qualities - My well-being toolkit – (set of ideas, activities and people to use when I feel overwhelmed)	RSE - Split boys and girls - Reinforce correct anatomical terminology, privacy, body boundaries and knowing where to seek help and support -Physical and emotional changes in puberty - Support with puberty e.g. Personal hygiene routines - Managing transition	- Keeping safe in different situations, including responding in emergencies - Basic First aid - Avoiding conflict and personal safety e.g. dangers of knife crime, vaping
Year 6	- Valuing diversity - challenging discrimination and stereotypes - Human Rights and responsibilities – the importance of standing up for others - Positive contributions – ways to actively improve the community e.g.	- Evaluating the safety of online gaming sources e.g. Roadblocks - Digital Footprint – dangers of sharing things online e.g. trolling, grooming - Recognising that online content, images and videos can be	- Influences and attitudes to money e.g. borrowing money (mortgages and loans) means it must be repaid, often with interest - Tax (basic principles of VAT and income tax/NI, money to gov for basic services) and financial risks	- Self-esteem; Understand how media, social media and celebrity culture promotes certain body types - Developing a healthy relationship with food. How people can develop	- Recognising and managing pressure – recognising when people are trying to gain power or control - Managing feelings when someone leaves or dies e.g. stages of grief and loss - Consolidating respectful relationships, personal boundaries,	- Expressing opinions and respecting other points of view, including discussing topical issues. - Protected characteristics and bias	- What affects mental health and ways to take care of it - Managing and coping strategies for change, loss and bereavement - Managing time online	- Personal identity - Recognising individuality and different qualities - Mental wellbeing	RSE - Split boys and girls - Choices and the protected characteristics - Healthy and unhealthy relationships – managing risk - Managing transition	- Keeping personal information safe e.g. online passwords - Personal safety – Drugs, alcohol, smoking, guns, gangs and grooming - Recognise stress and its triggers and that this may lead to substance

	volunteering	manipulated or AI-generated, including deepfakes, and knowing how to respond safely	- Online scams, fraud and financial exploitation: recognising risks and knowing how to seek help	eating disorders	recognising abuse/exploitation and knowing how and where to seek help - Recognising online harassment, coercive or controlling behaviour and other abusive behaviour, and knowing how to report concerns					misuse - Consolidate online safety, privacy, image-sharing risks, scams and manipulated content as part of preparation for secondary school

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