

Willersey C of E Primary School

We learn together through faith, fun and friendship

PSHE Policy

Date of policy: June 2026

Members of staff responsible for PSHE Education: Mr Mark Jackson (Head Teacher)

Review date: June 2029

1. How this Policy was developed

This policy was written by the Head Teacher and developed in consultation with parents, teachers and other school staff, governors and the pupils at Willersey C of E Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

Health Education is also statutory in all schools¹.

We at Willersey C of E Primary School school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content

¹ Except Independent Schools where PSHE education remains statutory.

but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,² as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

² Delete as appropriate

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Willersey C of E Primary school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices³. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Mr Mark Jackson, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

³ SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

5. What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage⁴ as well an overview of our Science programmes of study⁵.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5,

⁴ SCARF medium term planning documents <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

⁵ *Relationships and Sex Education can also be found within National Curriculum Science*

children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 ⁶children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures / child protection policy which can be found on the school website [Creating a Safe Learning environment guidance.](#)

Support is provided to children experiencing difficulties on a one-to-one basis, via our usual procedures. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

7. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at Willersey C of E Primary School:

[SCARF's three different assessment strands here.](#)

⁶ Delete as appropriate

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

8. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender or is gender questioning, will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 10%⁷ of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents / carers, brothers or sisters, other family members and / or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships or Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood

⁷ <https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society>

and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the Head Teacher.

11. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

12. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

This policy should be read in conjunction with the following:

- Safeguarding Policy
- Confidentiality policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2026)

Appendices:

- **SCARF Scheme of work overview 2026 – 2030**
- **PSHE Association overview of RSE curriculum**
- **Science Programme of Study for Key Stages 1 and 2**

SCARF Four Year School Progression for Two Class Schools

All SCARF lesson plans have been organised into six key themes/ blocks:

- Relationships
 - Valuing Difference
- Keeping Myself Safe
- Rights and Respect
 - Being My Best
- Growing and Changing

Two class school, four-year progression framework

Class 1 – FIRST YEAR 2025-2026

Me and My Relationships

- My feelings (R)
- My feelings (2) (R)
- Why we have classroom rules (Y1)
- Our ideal classroom (1) (Y2)
- Looking after our special people (Y3)
- Dan's Dare (Y3)

Rights and Respect

- Looking after my special people (R)
- Harold has a bad day (Y1)
- Around and about the school (Y1)
- Playing games (Y2)
- Harold saves for something special (Y2)
- Helping each other to stay safe (Y3)

Valuing Difference

- I'm special, you're special (R)
- Same or different? (Y1)
- Unkind, tease or bully? (Y1)
- What makes us who we are (Y2)
- Respect and challenge (Y3)
- Family and friends (Y3)

Being My Best

- Bouncing back when things go wrong (R)
- Yes I can (R)
- I can eat a rainbow (Y1)
- You can do it! (Y2)
- My day (Y2)
- Poorly Harold (Y3)

Keeping Safe

- What's safe to go onto my body (R)
- Super sleep (Y1)
- Harold's picnic (Y2)
- How safe would you feel? (Y2)
- Safe or unsafe? (Y3)
- Danger or risk? (Y3)

Growing and Changing

- Life Stages – plants, animals, humans (R)
- Life stages: Human life stage – who will I be? (R)
- Healthy me (Y1)
- A helping hand (Y2)
- Relationship tree (Y3)
- Body Space (Y3)

Two class school, four-year progression framework

Class 1 – SECOND YEAR 2026-2027

Me and My Relationships

- Me and my special people (R)
- How are you listening? (Y1)
- Good friends (Y1)
- How are you feeling today? (Y2)
- As a rule (Y3)
- How can we solve the problem? (Y3)

Rights & Respect

- Looking after money (1): recognising, spending, using (R)
- Looking after money (2): saving money and keeping it safe (R)
- Taking care of something (Y1)
- Feeling safe (Y2)
- Recount task (Y3)
- Earning money (Y3)

Valuing Difference

- Same and different families (R)
- Same and different homes (R)
- Harold's school rules (Y1)
- My special people (Y2)
- How do we make others feel? (Y2)
- My community (Y3)

Being my best

- My healthy mind (R)
- Eat well (Y1)
- Pass on the praise (Y1)
- Harold's Postcard – helping us to keep clean and healthy (Y2)
- Basic first aid (Y2)
- Body team work (Y3)

Keeping Safe

- Keeping myself safe – what's safe to go into my body (inc. medicines) (R)
- Who can help (1) (Y1)
- Good or bad touches (Y1)
- What should Harold say? (Y2)
- I don't like that (Y2)
- The risk robot (Y3)

Growing and Changing

- Seasons (R)
- Then and now (Y1)
- Who can help (2) (Y1)
- Sam moves away (Y2)
- None of your business (Y3)
- Secret or surprise? (Y3)

Two class school, four-year progression framework

Class 1 – THIRD YEAR 2027-2028

Me and My Relationships

- Who can help me (R)
- Thinking about feelings (Y1)
- Our feelings (Y1)
- Types of bullying (Y2)
- Don't do that (Y2)
- Friends are special (Y3)

Rights & Respect

- Looking after my friends (R)
- Being helpful at home and caring for our classroom (R)
- Basic first aid (Y1)
- How can we look after our environment? (Y2)
- Our helpful volunteers (Y3)
- Can Harold afford it? (Y3)

Valuing Difference

- I am caring (R)
- It's not fair (Y1)
- When someone is feeling left out (Y2)
- An act of kindness (Y2)
- Our friends and neighbours (Y3)
- Let's celebrate our difference (Y3)

Being My Best

- Move your body (R)
- Healthy eating (R)
- Harold learns to ride his bike (Y1)
- Harold's bathroom (Y2)
- Top talents (Y3)
- For or against? (Y3)

Keeping Safe

- Safe indoors and outdoors (R)
- Listening to my feelings (R)
- Sharing pictures (Y1)
- Fun or not? (Y2)
- Help or harm (Y3)
- Alcohol and cigarettes: the facts (Y3)

Growing and Changing

- Where do babies come from? (R)
- Taking care of a baby (Y1)
- Surprises and secrets (Y1)
- Haven't you grown! (Y2)
- My body, your body (Y2)
- My changing body (Y3)

Two class school four year progression framework

Class 1 – FOURTH YEAR 2028-2029

Me and My Relationships

- All about me (R)
- What makes me special (R)
- Feelings and bodies (Y1)
- Let's all be happy! (Y2)
- Being a good friend (Y2)
- Thunks (Y3)

Rights & Respect

- Caring for our world (R)
- Harold's money (R)
- How should we look after our body? (Y1)
- Getting on with others (Y2)
- When I feel like erupting (Y2)
- Harold's environmental project (Y3)

Valuing Difference

- Same and different (R)
- I am a friend (R)
- Who are our special people? (Y1)
- Our special people balloons (Y1)
- Solve the problem (Y2)
- Zeb (Y3)

Being My Best

- A good night's sleep (R)
- Harold's wash and brush up (Y1)
- Catch it! Bin it! Kill it! (Y1)
- What does my body do? (Y2)
- Derek cooks dinner! (healthy eating) (Y3)
- I am fantastic (Y3)

Keeping Safe

- Keeping safe online (R)
- People who help to keep me safe (R)
- What could Harold do? (Y1)
- Me and my body – girls and boys (Y1)
- Should I tell? (Y2)
- Super searcher (Y3)

Growing and Changing

- Getting bigger (R)
- Me and my body – girls and boys (R)
- Keeping privates private (Y1)
- Respecting privacy (Y2)
- Some secrets should never be kept (Y2)
- Basic first aid (Y3)

Two class school, four-year progression framework

Class 2– FIRST YEAR 2026-2027

Me and My Relationships

- Ok or not ok? (part 1)(Y4)
- Ok or not ok? (part 2) (Y4)
- Our emotional needs (Y5)
- Being assertive (Y5)
- Behave yourself (Y6)
- Assertiveness skills (Y6)

Rights and Respect

- Safety in numbers (Y4)
- Why pay taxes (Y4)
- What's the story? (Y5)
- Fact or opinion(Y5)
- Democracy in Britain 1 – Elections (Y6)
- Democracy in Britain 2 – How (most) laws are made (Y6)

Valuing Difference

- The people we share our world with (Y4)
- That is such a stereotype! (Y4)
- Qualities of friendship (Y5)
- Kind conversations (Y5)
- Advertising friendships (Y6)
- Boys will be boys? – challenging gender stereotypes (Y6)

Being My Best

- What makes me ME! (Y4)
- Making choices (Y4)
- Star qualities? (Y5)
- Basic first aid, inc. Sepsis awareness (Y5)
- This will be your life! (Y6)
- Our recommendations (Y6)

Keeping Safe

- Picture wise (Y4)
- Medicines: check the label (Y4)
- Vaping: healthy or unhealthy? (Y5)
- Would you risk it? (Y5)
- Rat Park (Y6)
- What sort of drug is...? (Y6)

Growing and Changing

- Secret or surprise? (Y4)
- Together (Y4)
- How are they feeling? (Y5)
- Taking notice of our feelings (Y5)
- Pressure online (Y6)
- Helpful or unhelpful? Managing change (Y6)

Two class school, four-year progression framework

Class 2 – SECOND YEAR 2027-2028

Me and My Relationships

- An email from Harold! (Y4)
- Different feelings (Y4)
- Collaboration challenge (Y5)
- Give and take (Y5)
- Don't force me (Y6)
- Acting appropriately (Y6)

Rights and Respect

- Who helps us to stay healthy and safe? (Y4)
- It's your right (Y4)
- Spending wisely (Y5)
- Lend us a fiver! (Y5)
- Two sides to every story (Y6)
- Fakebook friends (Y6)

Valuing Difference

- Friend or acquaintance? (Y4)
- Islands (Y4)
- Is it true? (Y5)
- Start, stop, stereotypes (Y5)
- Ok to be different (Y6)
- We have more in common than not (Y6)

Being my Best

- My school community (1) (Y4)
- Basic first aid (Y4)
- It all adds up! (Y5)
- Different skills (Y5)
- What's the risk? (1) (Y6)
- What's the risk? (2) (Y6)

Keeping Safe

- Danger, risk or hazard? (Y4)
- How dare you! (Y4)
- Spot bullying (Y5)
- Play, like, share (Y5)
- Drugs: it's the law! (Y6)
- Alcohol: what is normal (Y6)

Growing and Changing

- All change! (Y4)
- Preparing for changes at puberty (Y4)
- Changing bodies and feelings (Y5)
- Help! I'm a teenager get me out of here! (Y5)
- I look great! (Y6)
- Media Manipulation (Y6)

Two class school, four-year progression framework

Class 2 – THIRD YEAR 2028-2029

Me and My Relationships

- Human machines (Y4)
- Under pressure (Y4)
- How good a friend are you? (Y5)
- Relationship cake recipe (Y5)
- Working together (Y6)
- Solve the friendship problem (Y6)

Rights and Respect

- How do we make a difference? (Y4)
- In the news! (Y4)
- Mo makes a difference (Y5)
- Rights respect and duties (Y5)
- What's it worth? (Y6)
- Happy shoppers – caring for the environment (Y6)

Valuing Difference

- Can you sort it? (Y4)
- What would I do? (Y4)
- Happy being me (Y5)
- The land of the red people (Y5)
- Respecting differences (Y6)
- Tolerance and respect for others (Y6)

Being My Best

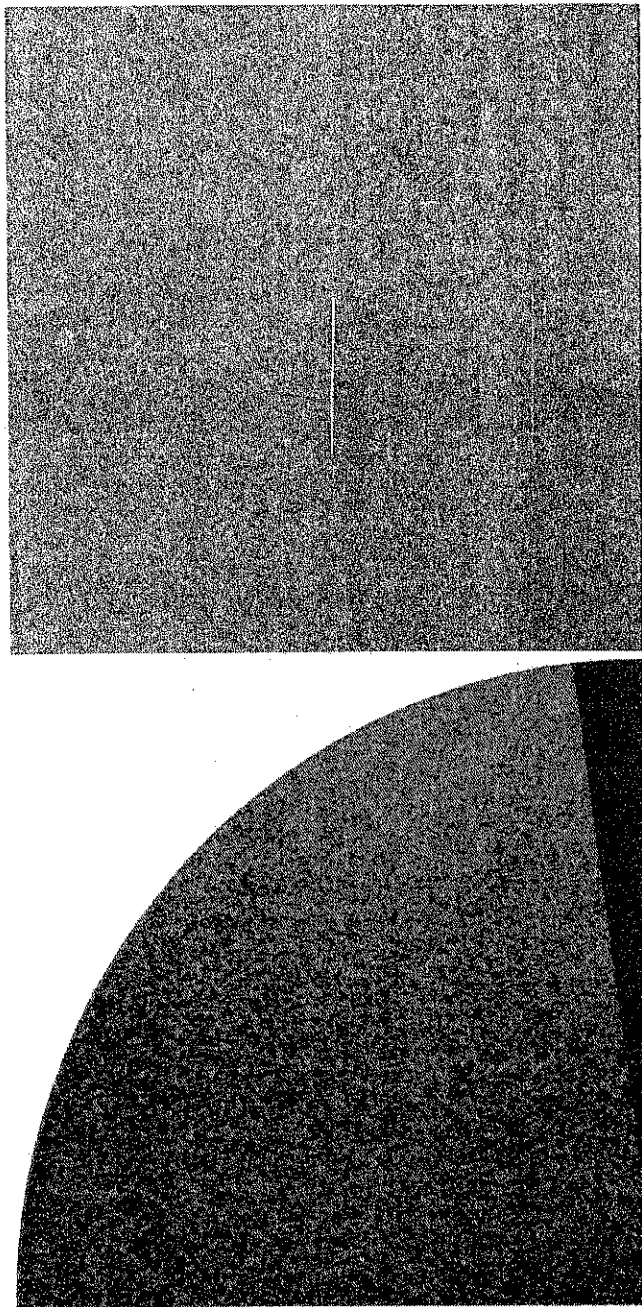
- SCARF hotel (Y4)
- Harold's seven R's (Y4)
- My school community (Y5)
- Independence and responsibility (Y5)
- Basic first aid, inc. Sepsis awareness (Y6)
- Five ways to wellbeing project (Y6)

Keeping Safe

- Keeping ourselves safe (Y4)
- Raisin challenge (Y4)
- Decision dilemmas (Y5)
- Ella's diary dilemma (Y5)
- Think before you click? (Y6)
- To share or not to share? (Y6)

Growing and Changing

- Moving House (Y4)
- My feelings are all over the place (Y4)
- Dear Ash (Y5)
- Growing up and changing bodies (Y5)
- Is this normal? (Y6)
- Making babies (Y6)



Key Stage 1-2

PSHE education offers both explicit and implicit learning opportunities that reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. This builds on learning during the Early Years Foundation Stage (EYFS) and includes a focus on developing effective relationships (with peers, friends and family), assuming greater personal responsibility, and managing personal safety, including online. PSHE education also helps pupils to navigate the physical and emotional changes they experience, make informed choices regarding their own health and wellbeing, and develop social and emotional learning skills.

Section 1

Relationships (Sex) and Health Education (RSHE)

In this section, learning opportunities are set out under subheadings for each key stage in such a way that compulsory Relationships and Health Education content – as outlined in the statutory RSHE guidance for the primary phase – is covered in a coherent, sequenced programme, across key stages 1 and 2, alongside optional Sex Education content.

To support schools to cover all the statutory requirements in this way – and to make programme planning more manageable, while avoiding duplication – content from different sections of the statutory RSHE guidance has been combined in some subsections below. For example, statutory content from the 'Caring friendships' and 'Respectful, kind relationships' sections of the statutory RSHE guidance would all contribute to teaching about friendship, so the Programme of Study draws content from those sections together within a single 'Friendships' section.

Children live their lives both online and offline, and most topics within statutory Relationships and Health Education have a digital aspect, especially in key stage 2. Whilst the 'Online life and safety' section below is explicitly focused on this, it should be assumed that learning opportunities in all sections apply to online contexts as well, even when not explicit. For example, one learning opportunity at key stage 2 mentions 'ways to reconcile differences and conflict positively and safely' and 'finding a compromise', which would apply in both online and offline contexts.

A note about Sex Education

Sex Education is not compulsory in the primary phase, though the DfE statutory guidance recommends that 'primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science'. There is therefore a suggested learning opportunity on the processes of reproduction and birth below, for schools that choose to provide age-appropriate Sex Education in key stage 2. See the statutory RSHE guidance for information on parents' right to withdraw their child from Sex Education.

Key

There are references at the end of each learning opportunity to show which statutory RSHE guidance content that learning opportunity addresses. For example, the first learning opportunity in key stage 1, 'what a family is and who is in our family' (F1) (F2), addresses bullets 1 and 2 of the 'Families and people who care for me' section of the statutory RSHE guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:

Relationships Education

F Families and people who care for me
CF Caring friendships
RKR Respectful, kind relationships
OSA Online safety and awareness
BS Being safe

Health Education (Health and wellbeing)

GW General wellbeing
WO Wellbeing online
PHE Physical health and fitness
HE Healthy eating
DATV Drugs, alcohol, tobacco and vaping
HPP Health protection and prevention
PS Personal safety
BFA Basic first aid
DB Developing bodies

Section 1: Relationships (Sex) and Health Education (RSHE)

Families

KS1 Learning opportunities: Pupils should have the opportunity to learn:

1. what a family is and who is in our family [E1](#) [E2](#)
2. that there are different types of family, and that everyone's family is unique and special [E3](#)
3. how families show love and care, and different ways they can spend time together and share each other's lives [E2](#) [E4](#)
4. what to do if anything about family life is upsetting or concerning * [E6](#)

* see naming and recognising emotions in 'Mental health and wellbeing'

KS2 Learning opportunities: Pupils should have the opportunity to learn:

5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected [F3](#)
6. that families should provide love, care, protection, and safety for children as they grow up [E2](#) [E4](#) [F4](#)
7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships [F4](#) [F5](#)
8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these [E2](#)
9. what to do and who to talk to if someone is worried about their family or feels unsafe * [F6](#)

* see naming and recognising emotions in 'Mental health and wellbeing'

Friendships

KS1 Learning opportunities: Pupils should have the opportunity to learn:

1. what friendship is and what makes a good friend **CF1** **CF2** **CF4**
2. how people make friends and how to be kind and caring in friendships **CF1** **CF2**
3. that friends can argue, and they can also make up **CF5** **RKR3**
4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument **CF6** **RKR3**
5. how to ask for help if a friendship is making them feel unhappy **CF7**

KS2 Learning opportunities: Pupils should have the opportunity to learn:

6. about the importance of friendships; that positive friendships support wellbeing **CF1**
7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate **CF2** **CF4** **RKR2**
8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) **CF1** **CF2**
9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences **CF1** **RKR4** **RKR2**
10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded **CF1** **CF3** **CF4** **GW6**
11. strategies for recognising and managing peer influence and the desire for peer approval in friendships **CF2**
12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others **RKR1** **RKR4**
13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships **CF5**
14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary **CF7**

Respecting self and others

KS1 Learning opportunities: Pupils should have the opportunity to learn:

1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging [RKR10](#)
2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things [RKR1](#)
3. how to respectfully express their likes, dislikes and needs, and listen to other people [RKR3](#) [RKR5](#)
4. ways to show politeness and respect [RKR7](#)
5. how to play cooperatively; what they can do if they feel upset or angry with someone [RKR3](#) [RKR6](#)
6. how to share, take turns and include others [CF2](#)
7. about kind and unkind behaviour; that someone's actions and words can be hurtful [RKR3](#) [RKR9](#)
8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying [RKR2](#) [GW7](#)
9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so [RKR11](#)

KS2 Learning opportunities: Pupils should have the opportunity to learn:

10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others [RKR1](#) [RKR6](#) [GW1](#)
11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect [RKR5](#) [RKR8](#)
12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own [RKR5](#) [RKR7](#)
13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling [RKR3](#) [RKR4](#)
14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise [CF6](#) [RKR3](#)
15. how to respond to situations where they experience disappointment or frustration with others [RKR3](#)
16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others [GW7](#) [RKR2](#) [W08](#)
17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes [RKR10](#)
18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help [RKR5](#) [RKR6](#) [RKR10](#)

Safe relationships: consent, boundaries and trust

KS2 Learning opportunities: Pupils should have the opportunity to learn:

1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully [BS1](#)
2. that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC [DB2](#) [BS2](#) [BS3](#)
3. that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) [DB2](#)
4. basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe [BS4](#) [BS5](#) [BS6](#)
5. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult [BS5](#) [RKRT1](#)
6. to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know [RKRT1](#) [BS6](#) [BS7](#)
7. about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe [BS6](#)
8. what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard [RKRT1](#) [BS6](#) [BS7](#) [RKRT1](#) [BS6](#) [BS7](#)

KS2 Learning opportunities: Pupils should have the opportunity to learn:

9. the difference between public and private; why something might be private, and when children and adults have a right to privacy [BS2](#)
 10. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults [BS1](#) [BS3](#)
 11. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries [BS1](#) [RKRT2](#)
 12. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts [DB2](#)
 13. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell [BS3](#)
 14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that [BS5](#) [CF7](#)
 15. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe [BS2](#)
 16. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult [BS4](#) [BS6](#) [OSA2](#)
 17. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse [BS5](#) [BS6](#)
 18. that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk * [BS2](#) [BS3](#) [BS6](#) [F6](#) [DB2](#)
- * Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states 'Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right.'
19. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard [BS5](#) [BS6](#) [BS7](#) [RKRT1](#)

Mental health and wellbeing

KS1 Learning opportunities: Pupils should have the opportunity to learn:

1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly [GW3](#) [GW4](#) [GW5](#)
2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well [GW2](#) [GW4](#)
3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses [GW5](#) [RRR3](#)
4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) [GW1](#)
5. simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies [GW1](#) [GW5](#)
6. about different kinds of change and loss (including death); how change and loss can affect people and who can help [GW8](#)
7. about preparing to move to a new class or year group and how to manage feelings during times of change [GW3](#) [GW9](#)
8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help [GW9](#)

KS2 Learning opportunities: Pupils should have the opportunity to learn:

9. the importance of taking care of mental health and wellbeing, as well as physical health [GW2](#)
10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time [GW3](#) [GW4](#) [GW5](#)
11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) [GW1](#)
12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses [GW5](#)
13. how to direct attention and manage distractions to support mental health and wellbeing [GW1](#)
14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations [GW1](#)
15. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively [GW1](#)
16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) [GW5](#)
17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad [GW3](#) [GW6](#) [CF3](#)
18. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this [GW10](#)
19. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief [GW8](#)
20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition [GW8](#)
21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school [GW9](#) [GW10](#)

Keeping healthy and well

KS1 Learning opportunities: Pupils should have the opportunity to learn:

1. people who help us stay healthy and who can help if feeling unwell or hurt [HPP1](#) [PHE4](#)
2. how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health [HPP4](#)
3. how to keep safe and well in the sun and protect skin from sun damage [HPP2](#)
4. why sleep is important; bedtime routines and ways to rest and relax [HPP3](#)
5. simple hygiene routines that can stop germs from spreading [HPP5](#)
6. who to talk to if they are worried about their health [PHE4](#)

KS2 Learning opportunities: Pupils should have the opportunity to learn:

7. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health [HPP4](#)
8. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves [HPP2](#)
9. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep [HPP3](#)
10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) [HPP5](#) [HPP6](#)
11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health [HPP1](#)

Physical activity and nutrition

KS1 Learning opportunities: Pupils should have the opportunity to learn:

1. what being healthy means and how physical activity helps people to stay healthy [PHE1](#)
2. ways to be physically active every day [PHE2](#)
3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods [HE2](#)
4. that people often share food together, e.g. during mealtimes or special occasions [HE2](#) [HE3](#)
5. that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk [HE1](#) [HE4](#)
6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink [HE1](#) [HE4](#)
7. when and how children can make choices about what they eat and drink and who can help them make healthier choices [HE2](#)

KS2 Learning opportunities: Pupils should have the opportunity to learn:

8. what good physical health means; the characteristics of a balanced, healthy lifestyle [PHE1](#)
9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines [PHE1](#) [PHE2](#)
10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain [PHE3](#)
11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing [HE1](#)
12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods [HE4](#)
13. how to develop healthier eating and drinking habits and how to manage influences on their choices [HE1](#) [HE2](#) [HE4](#)
14. some benefits of preparing meals at home; how to plan and prepare healthy meals [HE3](#)
15. how and when to speak to adults (including in school) if they are worried about their health [PHE4](#)

Changing and growing up

KS1 Learning opportunities: Pupils should have the opportunity to learn

1. about growing and changing from young to old and how people's needs change **DB1**

KS2 Learning opportunities: Pupils should have the opportunity to learn

2. the external genitalia and internal reproductive organs in males and females **DB1** **DB2** **DB3**
3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes **DB1**
4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them **DB1** **DB3**
5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* **DB3**

* Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.

Sex education **

6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ***

** While Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science."

*** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

Personal safety and first aid

KS2 Learning opportunities: Pupils should have the opportunity to learn:

1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations **PS1**
2. how to recognise potentially harmful or hazardous situations in everyday life, including at home **PS1**
3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places **PS2**
4. how to cross the road safely with adult support **PS2**
5. how to keep safe around water, using the water safety code **PS2**
6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency **BS6** **BS7**
7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say **BSA1**

KS2 Learning opportunities: Pupils should have the opportunity to learn:

8. about the role of rules and laws in keeping people safe **PS1** **PS2**
9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances **PS1**
10. how to predict, assess and manage risk in different situations **PS1**
11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) **PS2**
12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * **BSA2**
** schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person*
13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them **BSA1**

Online life and safety 1 of 3

KS2 Learning opportunities: Pupils should have the opportunity to learn:

1. different ways people use the internet in everyday life **WO1**
2. that not everything on the internet is true or real **WO1**
3. how the internet and digital devices can be used to safely and respectfully communicate with others **WO2** **WO4** **OSA1**
4. that it is important to be kind online; that people's feelings can be hurt by unkindness online **OSA1**
5. that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true **OSA2**
6. basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people **WO10** **OSA3** **OSA5**

KS2 Learning opportunities: Pupils should have the opportunity to learn:

- Understanding the internet
10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online **WO1** **WO2**
 11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent **WO4** **WO10**
 12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see **WO7** **WO9** **WO10**
 13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation **WO7** **WO9**

Online life and safety (KS2) continues on the next page

Online life and safety Continued – 2 of 3

KS1 Learning opportunities: Pupils should have the opportunity to learn

7. how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices [WO3](#) [WO5](#) [OSA3](#)
8. some benefits and risks of watching videos or playing games online [WO6](#) [WO7](#)
9. how to tell a trusted adult if they have worries about something online [WO11](#)

KS2 Learning opportunities: Pupils should have the opportunity to learn

14. what AI is (including generative AI) and where it might be encountered in everyday life [WO1](#)
- Risks, rules and wellbeing online**
15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing [WO5](#)
 16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users [OSA3](#) [WO5](#)
 17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing [WO3](#)
 18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing [WO2](#)
 19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing [WO3](#) [WO6](#)
 20. why and how to use privacy and location settings to protect information [OSA4](#)
 21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online [OSA6](#)

Safe and respectful behaviour online

22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling [WO2](#)
23. that the same principles about how to treat others apply in all contexts, including online [OSA1](#)
24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous [WO4](#)
25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online [OSA1](#) [WO4](#)

Online life and safety (KS2) continues on the next page

Online life and safety Continued – 3 of 3

KS2 | Learning opportunities: Pupils should have the opportunity to learn

KS2 | Learning opportunities: Pupils should have the opportunity to learn

26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support **OSA2**
27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet **OSA5**
28. how to decide what is appropriate to share online and what should not be shared **OSA4**
29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online **WO11**

Drug education

KS1 | Learning opportunities: Pupils should have the opportunity to learn

KS2 | Learning opportunities: Pupils should have the opportunity to learn

1. that medicines can help people to stay healthy or feel better if they are unwell **HPA6**
2. that some things that go into or onto bodies can be harmful and how we might know if something is harmful **DATV1**
3. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk **DATV1**
4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) **DATV1**
5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma **HPA6**
6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others **DATV1**
7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break **DATV1**
8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know **DATV1** **OW2**

Section 2

Economic Wellbeing and Careers Education

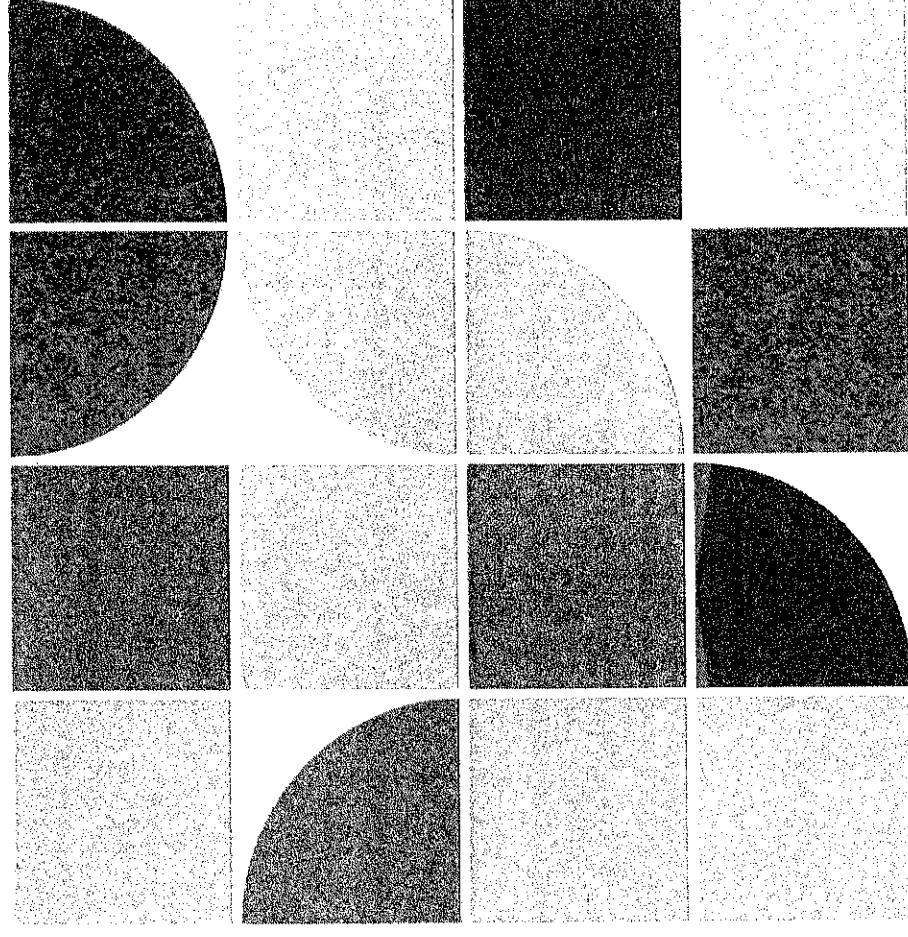
In addition to the statutory Relationships and Health Education content, Economic Wellbeing and Careers Education (comprising career-related learning at primary) complete the key stage 1 and 2 PSHE education curriculum. These are all essential, and complementary, components of a comprehensive PSHE education programme.

Research shows that financial behaviour starts being shaped between the ages of three and seven, and long-term financial outcomes can be predicted from skills and behaviour in children as young as five. And as nearly one in ten 7 to 11-year-olds have paid for things online without adult supervision¹, it is essential that pupils have the opportunity to learn how money and financial decision making can affect people's wellbeing, and how to make informed and responsible spending choices in the future.

Following the government's 2025 Curriculum and Assessment Review, Citizenship Education is set to become a compulsory subject in the primary phase and, as in key stages 3 and 4, this will include elements of financial education. Whilst Economic Wellbeing is not a compulsory part of PSHE education (except for independent schools, where the whole of PSHE education is statutory), it is vital to ensure pupils are taught the personal aspects of financial education. This will give pupils the understanding and skills needed to navigate their feelings about money, understand how money and financial decision-making can affect people's wellbeing, and make informed and responsible spending choices in the future.

Closely linked to Economic Wellbeing, career-related learning at key stages 1 and 2 lays the foundations for effective Careers Education in key stage 3-4. It does so by: developing knowledge, understanding, skills and attributes that support pupils to have high aspirations and ambition; helping them to understand the concept of work and career as well as the links between learning and work; building confidence, self-esteem and self-reflection; and, developing transferrable skills that will support them throughout their education and career.

1. www.moneyandpensionsservice.org.uk/wp-content/uploads/2021/11/financial-education-guidance-primary-schools-england-2021.pdf



Section 2: Economic Wellbeing and Careers Education

Economic wellbeing

KS2 Learning opportunities: Pupils should have the opportunity to learn:

1. what money is, how people get money, and what it is used for
2. that money needs to be looked after; different ways of doing this, including keeping money in an account
3. different ways of paying for things
4. that money can be saved or spent; that people make different choices about saving and spending money
5. the difference between needs and wants; that people may not always be able to have the things they want

KS2 Learning opportunities: Pupils should have the opportunity to learn:

6. that people have different attitudes towards saving and spending money
7. what influences people's decisions about saving and spending, including individual priorities, needs and wants
8. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to
9. that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)
10. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account
11. advantages and disadvantages of different ways of paying for things

Careers education: aspirations, learning and work

KS1 Learning opportunities: Pupils should have the opportunity to learn:

1. that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of
2. that people can earn money to pay for things by having a job
3. different jobs that people do, including roles and responsibilities people have in their community
4. some of the strengths and interests someone might need to do different jobs

KS2 Learning opportunities: Pupils should have the opportunity to learn:

5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals
6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy
7. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career
8. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways
9. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career
10. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
11. that there are different routes into careers (e.g. college, apprenticeship, university)
12. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes

Science Programme of Study – Key Stage 1 and Key Stage 2

Key stage 1 programme of study - years 1 and 2

Working scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
 - observing closely, using simple equipment
 - performing simple tests
 - identifying and classifying
- using their observations and ideas to suggest answers to questions
 - gathering and recording data to help in answering questions

Notes and guidance (non-statutory)

Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions.

They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.

They should ask people questions and use simple secondary sources to find answers.

They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2.

Pupils are not expected to cover each aspect for every area of study.

Year 1 programme of study

Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.

They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.

Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after

study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Everyday materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Notes and guidance (non-statutory)

Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.

Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast's leotard?'

Seasonal changes

Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Notes and guidance (non-statutory)

Pupils should observe and talk about changes in the weather and the seasons.

Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.

Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

Year 2 programme of study

Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Notes and guidance (non-statutory)

Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'microhabitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.

Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their

questions. They could construct a simple food chain that includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.

Plants

Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.

Note: seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.

Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Uses of everyday materials

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Notes and guidance (non-statutory)

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Lower key stage 2 – years 3 and 4

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying

out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

'Working scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word-reading and spelling knowledge.

Lower key stage 2 programme of study

Working scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
 - setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Notes and guidance (non-statutory)

Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data.

With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected, and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.

These opportunities for working scientifically should be provided across years 3 and 4 so that the expectations in the programme of study can be met by the end of year 4.

Pupils are not expected to cover each aspect for every area of study.

Year 3 programme of study

Plants

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
 - investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Notes and guidance (non-statutory)

Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.

Note: pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.

Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.

They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

Animals, including humans

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Notes and guidance (non-statutory)

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy, and design meals based on what they find out.

Rocks

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Notes and guidance (non-statutory)

Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.

Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.

Light

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
 - notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
 - find patterns in the way that the size of shadows change

Notes and guidance (non-statutory)

Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.

Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.

Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
 - describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Notes and guidance (non-statutory)

Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).

Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

Year 4 programme of study

Living things and their habitats

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

- recognise that environments can change and that this can sometimes pose dangers to living things

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.

Note: plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, for example ferns and mosses.

Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

Animals, including humans

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Notes and guidance (non-statutory)

Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.

Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

States of matter

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Notes and guidance (non-statutory)

Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.

Note: teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.

Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.

Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it

- recognise that sounds get fainter as the distance from the sound source increases

Notes and guidance (non-statutory)

Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.

Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.

Electricity

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

Notes and guidance (non-statutory)

Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.

Note: pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.

Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

Upper key stage 2 – years 5 and 6

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

‘Working and thinking scientifically’ is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read, spell and pronounce scientific vocabulary correctly.

Upper key stage 2 programme of study

Working scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

- identifying scientific evidence that has been used to support or refute ideas or arguments

Notes and guidance (non-statutory)

Pupils in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment.

They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.

They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.

These opportunities for working scientifically should be provided across years 5 and 6 so that the expectations in the programme of study can be met by the end of year 6.

Pupils are not expected to cover each aspect for every area of study.

Year 5 programme of study

Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.

They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Properties and changes of materials

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes

- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Notes and guidance (non-statutory)

Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.

Note: pupils are not required to make quantitative measurements about conductivity and insulation at this stage. It is sufficient for them to observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them. Safety guidelines should be followed when burning materials.

Pupils might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.

Earth and space

Pupils should be taught to:

- describe the movement of the Earth and other planets relative to the sun in the solar system
 - describe the movement of the moon relative to the Earth
 - describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Notes and guidance (non-statutory)

Pupils should be introduced to a model of the sun and Earth that enables them to explain day and night. Pupils should learn that the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has 1 moon; Jupiter has 4 large moons and numerous smaller ones).

Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.

Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.

Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.

Forces

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Notes and guidance (non-statutory)

Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement.

Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

Pupils might work scientifically by: exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.

Year 6 programme of study

Living things and their habitats

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Notes and guidance (non-statutory)

Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.

Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.

Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

Animals including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

- describe the ways in which nutrients and water are transported within animals, including humans

Notes and guidance (non-statutory)

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Notes and guidance (non-statutory)

Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Note: at this stage, pupils are not expected to understand how genes and chromosomes work.

Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are

adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

Light

Pupils should be taught to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Notes and guidance (non-statutory)

Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.

Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water, and coloured filters (they do not need to explain why these phenomena occur).

Electricity

Pupils should be taught to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

Notes and guidance (non-statutory)

Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.

Note: pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity.

Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.

