

Aintree Davenhill Primary School



PSHE & RSE CURRICULUM OVERVIEW

This curriculum overview is a working document and will be reviewed and updated as Kapow Primary releases further changes and updates to its RSE & PSHE curriculum.

PSHE and RSE at Aintree Davenhill

At Aintree Davenhill, we are committed to supporting the personal, social, and emotional development of every child. We strive to create a school community built on kindness, respect, and empathy—where pupils learn to care for themselves, others, and the environment around them.

We follow the Kapow Primary RSE & PSHE scheme, which provides a clear, progressive and comprehensive approach to Personal, Social, Health and Economic Education. The updated scheme is aligned with the 2025 statutory Relationships, Sex and Health Education guidance, which schools are required to follow from September 2026. Learning is age-appropriate, inclusive and carefully sequenced from EYFS to Year 6.

The curriculum follows a spiral approach, enabling children to revisit important knowledge and skills with increasing depth as they progress through school. Learning is organised around key areas including:

- **My healthy self**
- **Connecting with others**
- **The online world**
- **Staying safe**
- **Health protection**
- **Growing up**
- **Citizenship**

The curriculum also develops the key strands of self-regulation, managing self, building relationships and critical thinking, supporting children to develop healthy relationships, make informed choices, stay safe and become confident and responsible members of their community.

In addition, a standalone unit on **Transition** supports children with key changes, such as moving to secondary school.

These themes help children develop essential life skills such as emotional literacy, resilience, decision-making, and understanding respectful relationships. Pupils also learn about physical and mental health, digital safety, personal finance, and their role as citizens in modern Britain.

PSHE at Aintree Davenhill is delivered through weekly, timetabled lessons using *Kapow's* high-quality resources. The curriculum is further enriched through whole-school assemblies, circle time, discussion-based learning, and links to wider school initiatives such as mental health awareness and anti-bullying.

Pupils consistently tell us that PSHE lessons help them to better understand their emotions, make thoughtful choices, and build positive relationships with those around them.

Parental Engagement and Pupil Voice

We recognise the importance of working in partnership with parents and carers, especially in the delivery of Relationships and Sex Education (RSE). Clear communication is provided ahead of RSE units being taught, including information about the content, objectives, and opportunities for discussion. Parents are welcome to view materials and are encouraged to speak with staff if they have questions or wish to learn more about the curriculum. We also value pupil voice in shaping the PSHE curriculum. Children are regularly given opportunities to share their thoughts and experiences, which helps ensure the content is relevant and meaningful to them. Pupil feedback informs how lessons are delivered and helps us ensure that the curriculum supports their wellbeing, personal growth, and readiness for life beyond school.

Aintree Davenhill Primary School
PSHE and RSE Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 1	Year Group:	Reception	Unit:	Building Relationships: Special Relationships	
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary		NC Links
1	Identifying my feelings.	To name different feelings.		angry body calm calm corner excited eyebrows feelings happy head heart mouth sad tummy worried	Early learning goals Personal, Social and Emotional Development ELG: Self-regulation	
2	Feelings Jars	To talk about how I feel.			Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. See Statutory framework for the early years foundation stage, 2021. Development matters	
3	Coping strategies	To talk about what I can do when I have big feelings.			Personal, Social and Emotional Development Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. See Development Matters (non-statutory curriculum guidance)	
4	Describing feelings	To talk about different feelings in my body.				
5	Facial expressions	To use faces to help me to understand how people feel.				
6	Creating a calm corner.	To find ways to help me feel calm.				

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 1	Year Group:	Year 1	Unit:	My healthy self: How can we look after our emotions?	
Lesson	Lesson Focus	Essential Knowledge			Key Vocabulary	NC Links
Introductory Lesson	To create and agree on rules for RSE & PSHE lessons.	Understand how rules protect everyone. Agree on a set of rules. Follow the rules during discussion with some whole-class reminders.			anger body clues disgust	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
1	To name and recognise the six emotions.	Name the six basic emotions. Recognise what each emotion can look like on a person's face or in their body. Use facial expressions and body language clues to identify different emotions.			emotions face clues fear	
2	To recognise that people may show different emotions in a situation and understand why.	Talk about times when people might show happiness, sadness, anger, surprise, fear or disgust. Give a simple reason why someone might show a particular emotion. Recognise that the same situation can cause different people to show different emotions.			feelings happiness relax sadness	
3	To describe emotions and how they change.	Could focus on one emotion at a time (e.g. sadness or happiness) when using the feelings scale in the Attention grabber to reduce cognitive load. Could complete the floor scale activity in a small group with an adult, discussing each scenario before choosing a position. Could use the Resource: Feelings scale in pairs instead of moving around the space if needed for mobility support. Could listen to an adult model a response, for example, "I feel a little annoyed because I want to colour this blue. I can use another colour, but I still feel annoyed" and rehearse this before sharing.			surprise trust trusted adult	
4	To explore what makes me and others feel excited and calm.	Identify what makes them feel calm and excited. Explain why it is important to rest. Explain why doing activities they enjoy helps them feel good.				
5	To explore what makes us feel worried, annoyed or upset.	Identify what can make themselves and others feel worried, annoyed or upset. Describe what makes them feel worried, annoyed or upset. Give examples of things that can help them feel better.				
6	To talk about how we can get help with our feelings.	Say how they feel to another person using simple, clear language. Give examples of things that help when feelings feel difficult. Talk about how a trusted adult can help them when they need support.				

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 1	Year Group:	Year 2	Unit:	My healthy self: How can we look after our emotions?	
Lesson	Lesson Focus	Essential Knowledge			Key Vocabulary	NC Links
Introductory Lesson	To create an agreement through discussion.	Talk about why PSHE learning is important. Suggest rules that can help everyone feel safe in PSHE lessons Agree on a set of rules.			Key Vocabulary from Year 1. active exercise five-a-day healthy habits	The benefits of physical activity, time out doors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. How and when to seek support including which adults to speak to in school if they are worried about their health. What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
1	To describe how being active makes me feel.	Name a variety of ways that they can move their bodies. Talk about how moving their body feels. Recognise that being active helps them feel healthy, strong and happy.				
2	To explain why sleep is important and how a bedtime routine can help.	Identify some things that help them have a good night’s sleep. Create a bedtime routine for good sleep. Describe how they feel depending on how well they have slept.				
3	To recognise and explain that fruits and vegetables help keep our bodies healthy.	Name and describe a range of fruits and vegetables. Sort foods into simple groups. Explain that fruits and vegetables are a healthy choice.				
4	To explain how healthy food and drink choices help the body and mind.	Identify which foods and drinks should be enjoyed often and which only sometimes. Explain in simple terms why water and healthy foods help the body. Suggest healthy food and drinks choices.				
5	To identify ways to keep my teeth clean and healthy.	Explain why brushing my teeth is important. Recall when and how often teeth should be brushed. Demonstrating correct brushing technique.				
6	To use what I know about looking after my body to create a healthy daily routine.	Create a visual timetable that includes a variety of healthy habits from across the unit. Explain how these habits help to keep the body and mind healthy.				

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 1	Year Group:	Year 3	Unit:	My healthy self: How can I take care of my mind and body?	
Lesson	Lesson Focus	Essential Knowledge			Key Vocabulary	NC Links
Introductory Lesson	To create an RSE and PSHE agreement through discussion.	Explain how rules protect everyone. Agree on a set of rules. Follow the rules during discussion without reminders.			Key Vocabulary from previous year groups. health mental health mind mood negative (feelings) physical health positive (feelings) respect routine support trust team	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. The benefits of physical activity, time out doors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
1	To describe how emotions can affect our bodies.	Name the six basic emotions. Use more precise feeling words (e.g. frustrated, nervous or disappointed) to describe emotions. Match a body clue to an emotion and explain their choice.				
2	To recognise how others might be feeling using clues.	Name a range of feelings vocabulary to describe emotions. Identify clues to how someone might be feeling from their body language, what they say and what they do. Explain their ideas using evidence from a scenario or example.				
3	To understand that our minds and bodies are connected.	Give examples of how feelings, choices and experiences can affect mood during the day. Describe physical factors (e.g. sleep, food, movement, illness) that can influence how a person feels. Describe what they notice in their body during a body scan using simple vocabulary. Suggest actions they can take to keep their mind and body healthy.				
4	To understand why sleep is important and how we can sleep well.	Explain why sleep is important for their body and mind. Describe at least two things that happen when we do not get enough sleep. Explore strategies for a healthy sleep routine, considering what might work for them.				
5	To identify strategies that may be helpful when experiencing strong emotions.	Explain when and why they or someone else might need to manage their emotions. List some ways to manage strong emotions. Suggest personal ways to manage their emotions.				
6	To understand how to support ourselves and get help with our feelings.	Explain the importance of asking for help if they are worried, unsure or feeling strong emotions. Share examples of trusted adults and how they might help. Talk about ways they can manage their own feelings.				

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 1	Year Group:	Year 4	Unit:	My healthy self: How can I make healthy choices?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
Introductory Lesson	To create an RSE and PSHE agreement through discussion.	Explain how rules protect everyone. Agree on a set of rules. Follow the rules during discussion without reminders.		Key Vocabulary from previous year groups. balanced diet fixed mindset growth mindset hydrated/dehydrated hygiene mindset nutrients resilience	The benefits of physical activity, time out doors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. That isolation and loneliness can affect children, and the benefits of seeking support. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. How and when to seek support including which adults to speak to in school if they are worried about their health. What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
1	To explore the importance of having a balanced diet.	Identify foods that help our bodies in different ways. Explain why eating a variety of foods matters. Give examples of healthy meals.			
2	To investigate how physical activity affects the body.	Suggest some everyday activities that help to keep the body active. Describe how the body may feel during and after physical activity. Explain that being active helps the body stay healthy and strong			
3	To examine how daily habits and choices can affect our energy levels.	Identify choices that can make them feel tired or low in energy. Explain how water, food, exercise and rest help the body to feel energised. Suggest simple habits that help to maintain energy.			
4	To recognise when someone may need support and how to seek help.	Use clues from behaviour, body language or words to describe how someone might be feeling. Recognise when someone may need help with their feelings. Suggest different ways to ask a trusted adult for help.			
5	To understand how a growth mindset helps us respond to challenges.	Describe the difference between a fixed and a growth mindset. Suggest strategies for staying positive when things are challenging. Recognise what a growth mindset looks (e.g. keeping trying) and sounds like (e.g. saying “I can’t do it yet”).			
6	To understand that being kind can help me too.	Describe how helping others can make people feel. Suggest simple ways to help others feel included. Recognise when someone might feel lonely.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 1	Year Group:	Year 5	Unit:	My healthy self: How can I support my mind and body as I grow?	
Lesson	Lesson Focus	Essential Knowledge			Key Vocabulary	NC Links
1	To explore how food labels can help in making healthier choices.	Explain what the traffic light system on food labels means. Identify the amounts of fat, sugar and salt in everyday foods. Compare food labels to make healthier and informed choices.			Key Vocabulary from previous year groups. cope light (activity) moderate (activity) regulate response vigorous (activity) wellbeing	The benefits of physical activity, time out doors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. That isolation and loneliness can affect children, and the benefits of seeking support. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. How and when to seek support including which adults to speak to in school if they are worried about their health. What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
2	To reflect on how active I am.	Describe how active they are now. Name ways to move more. Explain how and why adults stay active.				
3	To compare the impact of different physical activities on the body.	Describe the difference between light, moderate and vigorous activity. Give examples of each type of exercise. Explain how physical activity supports the body and mind.				
4	To recognise a range of complex feelings.	Identify and name a range of complex feelings. Identify some signs of complex feelings in the body. Use precise vocabulary to describe feelings.				
5	To recognise and respond to strong and complex feelings.	Recognise the signs of strong and complex feelings. Explain why it is important to manage strong and complex feelings. Suggest helpful ways to respond to strong and complex feelings.				
6	To recognise how to look after mental health.	Describe ways to look after their mental health. Recognise signs that someone might need support with their mental health. Name adults and services that can help with mental health and explain how they help.				

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 1	Year Group:	Year 5	Unit:	My healthy self: How can I support my mind and body as I grow?	
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links	
1	To explore how food labels can help in making healthier choices.	Explain what the traffic light system on food labels means. Identify the amounts of fat, sugar and salt in everyday foods. Compare food labels to make healthier and informed choices.		Key Vocabulary from previous year groups. cope light (activity) moderate (activity) regulate response vigorous (activity) wellbeing	The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help. The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. The principles of planning and preparing a range of healthy meals.	
2	To reflect on how active I am.	Describe how active they are now. Name ways to move more. Explain how and why adults stay active.				
3	To compare the impact of different physical activities on the body.	Describe the difference between light, moderate and vigorous activity. Give examples of each type of exercise. Explain how physical activity supports the body and mind.				
4	To recognise a range of complex feelings.	Identify and name a range of complex feelings. Identify some signs of complex feelings in the body. Use precise vocabulary to describe feelings.				
5	To recognise and respond to strong and complex feelings.	Recognise the signs of strong and complex feelings. Explain why it is important to manage strong and complex feelings. Suggest helpful ways to respond to strong and complex feelings.				
6	To recognise how to look after mental health.	Describe ways to look after their mental health. Recognise signs that someone might need support with their mental health. Name adults and services that can help with mental health and explain how they help.				

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 2	Year Group:	Year 6	Unit:	My healthy self: How can I support my mind and body as I grow?	
Lesson	Lesson Focus	Essential Knowledge			Key Vocabulary	NC Links
1	To understand how daily habits protect long-term dental health.	Identify ways to keep teeth and gums healthy. Explain why it is important to use brushing and flossing to keep teeth clean and healthy. Explain the importance of regular dental check-ups.			Key Vocabulary from previous year groups. calories (tooth) decay dental hygiene flossing long-term persistence setback short-term	The benefits of physical activity, time out doors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health.
2	To interpret nutritional information to help make informed choices about food.	Identify and explain key information on traffic light food labels. Understand how poor nutrition affects short-term and long-term health. Identify food and drink that should be consumed often and sometimes.				The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
3	To describe how habits can influence long-term health.	Explain how some habits affect health, including energy and mood. Identify possible long-term consequences of certain choices. Make a plan to improve daily habits for better health in the future.				How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
4	To recognise and regulate strong and complex feelings.	Identify and name a range of more complex feelings. Describe what might influence strong feelings, such as past experiences. Suggest helpful ways to regulate strong and complex feelings.				That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
5	To explain how our mindset can affect our personal growth.	Identify the difference between a growth mindset and a fixed mindset. Suggest positive ways to respond to challenges and setbacks. Explain how overcoming challenges can build confidence over time.				Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).
6	To understand how my actions can impact myself and others.	Explain how unkind behaviour, including bullying, can affect self-esteem over time. Explain how my actions can impact myself and others. Describe ways to support someone who has been hurt or left out.				That it is common to experience mental health problems, and early support can help.
						The characteristics and mental and physical benefits of an active lifestyle.
						The risks associated with an inactive lifestyle, including obesity.
						How and when to seek support including which adults to speak to in school if they are worried about their health.
						What constitutes a healthy diet (including understanding calories and other nutritional content).
						Understanding the importance of a healthy relationship with food.
						The principles of planning and preparing a range of healthy meals.
						The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

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Term:	Autumn 2	Year Group:	Reception	Unit:	Building Relationships: Special Relationships	
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary		NC Links
1	My family	To talk about my family and say why they are special.		care different enjoy family favourite happy love same share special take turns unique wait	Early learning goals Personal, Social and Emotional Development ELG: Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. See Statutory framework for the early years foundation stage, 2025 . Development matters Personal, Social and Emotional Development • See themselves as a valuable individual. • Build constructive and respectful relationships. • Think about the perspectives of others. See Development Matters (non-statutory curriculum guidance)	
2	Special People	To talk about other people who are special to me.				
3	Sharing	To practise sharing and taking turns with others.				
4	I am unique	To talk about what makes me unique.				
5	My interests	To talk about what I enjoy doing.				
6	Similarities and Differences	To spot how we are the same and different.				

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 2	Year Group:	Year 1	Unit:	Connecting with others: What helps us feel safe and included?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To recognise what self-respect is and why it is important.	Recognising what their strengths and skills; explaining what self-respect means; identifying ways they respect themselves.		fair / unfair friendly lonely polite safe share strengths trust trusted adult	That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests
2	To identify my personal boundaries.	Explaining what a personal boundary is in simple terms; identifying things they are and are not comfortable with; communicating a personal boundary clearly using sentence stems; recognising that respecting boundaries helps people to get along.			
3	To identify how families can spend time together and support each other.	Naming different ways families can spend time together; explaining how family members help and support one another; identifying some responsibilities families share at home.			
4	To describe what makes a good friend.	Suggesting qualities that make someone a good friend, such as kindness, respect and including others; explaining how friends can show kindness and respect through their words and actions; recognising how good friendships help people feel safe and included.			
5	To explore fair ways to respond after a falling-out.	Identifying why fall-outs might happen and that they are a normal part of friendship; suggesting fair and respectful ways to respond during or after a disagreement; explaining why listening, talking and saying sorry are helpful when repairing a friendship.			
6	To identify what bullying is and how it might make someone feel.	Recognising that bullying is repeated, intentional behaviour that causes harm; identifying different types of bullying, including physical, verbal and online; describing how bullying can make people feel and what to do if it happens, such as telling a trusted adult.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 2	Year Group:	Year 2	Unit:	Connecting with others: How can I help myself and others feel happy and safe?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To recognise what makes me special and talk about my strengths.	Describe what makes them special. Notice what makes others special. Explain how they will try to get better at something.		Key vocabulary from the previous year group. belong bullying calm carer family	That the families of other children, either in school or in the wider world, sometimes look different from their family, but that that they should respect those differences and know that other children’s families are also characterised by love and care. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources.
2	To explore how families care for and support each other.	Talk about what families do together. Identify how families show love and care. Identify how families show love and care even if they fall out.			
3	To understand that families should help me feel safe and cared for.	Name places and people that help them feel safe. Explain it is okay to ask for help. Identify a trusted adult.			
4	To explain how to be a good friend.	Name the qualities of a good friend. Show kind and sharing behaviours. Explain why friends are important.			
5	To explore how to be kind even when you are angry or upset.	Choose kind and polite ways to solve disagreements. Explain how speaking kindly and politely can make people feel.			
6	To explore kind and respectful behaviours.	Describing how to behave and act respectfully in different situations. Demonstrate kind and respectful behaviour whilst working in a group. Say why showing respect is important.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 2	Year Group:	Year 3	Unit:	Connecting with others: How can I build safe, kind and caring relationships with others?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To recognise and celebrate how people are different.	Identify similarities and differences between themselves and others. Recognise that everyone has unique qualities which make them special. Explain why kindness towards people who are different is important.		Key vocabulary from the previous year group. behaviour falling out friendship relationship respect self-respect	That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources.
2	To recognise that all families are different and all are special.	Talk about who is in their family. Share examples that show that all families are special and different. Comment or answer questions about families with respect for others.			
3	To solve a falling-out kindly.	Use kind words to say how they feel. Pause and calm down when they are angry or upset. Ask for help with a falling-out if they need it.			
4	To practise telling others when something feels okay or not okay to me.	Say when something feels okay or not okay. Ask permission before touching or using someone's things. Respect when someone else says no or needs space.			
5	To name who I can talk to and what I can say if something feels unsafe or wrong.	Know it is never their fault if they feel unsafe. Identify and name trusted adults at home and at school. Use clear phrases to ask for help when something feels wrong or not okay.			
6	To recognise bullying behaviour and know what to do if it happens.	Recognise when bullying may be happening. Describe how the word STOP can identify and help with bullying. Suggest way to respond if they think bullying is happening.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 2	Year Group:	Year 4	Unit:	Connecting with others: How can we respect each other?	
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary		NC Links
1	To use positive thoughts and words when things are challenging.	Identify positive and negative self-talk. Practise positive self-talk and describe how it feels. Set a goal to use positive self-talk when something is challenging.		Key vocabulary from the previous year group. assertive compromise disrespect manners		How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
2	To practise being respectful in different settings.	Identify respectful and disrespectful behaviours. Describe how manners, tone and body language can show respect. Use role-play to practise changing disrespectful behaviours, considering the setting and people’s needs.				
3	To describe a range of ways to build trusting friendships.	Identify actions that build or break trust and how these make others feel. Describe behaviour that rebuilds trust; give examples of how trust can be rebuilt.				
4	To explain how our actions help us look after our friendships.	Practise disagreeing respectfully. Describe ways to solve friendship problems fairly. Identify actions that can rebuild trust and strengthen friendships.				
5	To explain when and how to ask for help if I see bullying.	Describe what to do if they witness or experience bullying. Recognise when a situation needs action; name more than one trusted adult and stating that if the first cannot help, they will tell another.				
6	To recognise stereotypes in everyday life.	Identify which statements are stereotypes and which are not. Explain why a stereotype is unfair and how it might make someone feel. Use respectful language when talking about differences.				

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 2	Year Group:	Year 5	Unit:	Connecting with others: Why are healthy relationships important?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To describe how our identities are influenced by different factors.	Identify a range of factors that shape identity, such as family, culture, beliefs and personal interests. Explain how these influences can make people both similar and different. Link aspects of identity to their own behaviour or choices.		Key vocabulary from the previous year group. civil partnership commitment conflict influence marriage	That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely, the difference between being kind to other people and neglecting your own needs. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources.
2	To understand what commitment means and how it is shown in family relationships.	Describe what commitment means and give examples of how it can be shown within families. Recognise that families show commitment in different ways. Identify that legal commitments, such as marriage or civil partnership, are based on love and care.			
3	To identify different ways that families can support and protect each other.	Describe ways my own and others' families support and protect each other. Recognise when someone might feel unsafe or unsupported at home. Suggest what someone can do if they, or someone they know, needs help.			
4	To evaluate healthy and unhealthy friendships.	Explain why healthy friendships matter for wellbeing. Identify features that distinguish healthy and unhealthy friendships using lesson vocabulary. Suggest ways friendships can stay healthy.			
5	To develop and apply positive ways to respond to friendship challenges.	using calm, respectful language during role-play to express feelings and help resolve friendship challenges selecting and applying appropriate self-regulation techniques to stay calm and in control during disagreements recommending positive ways to handle friendship challenges based on what they have learnt.			
6	To reflect on what assertive communication looks like and why it is important.	Recognise the difference between passive, aggressive and assertive behaviour. Demonstrate calm, polite language when expressing needs and opinions. Understand the importance of communicating your own needs and wants assertively while remaining polite and respectful.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Autumn 2	Year Group:	Year 6	Unit:	Connecting with others: What does it mean to stand up for myself and others?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To make links between values and personal growth.	Make links between values and behaviour choices. Reflect on how following values contributes to self-esteem Set a personal growth goal and list at least two clear first steps.		Key vocabulary from the previous year group. bystander discrimination empathy self-esteem stereotypes upstander	The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely, the difference between being kind to other people and neglecting your own needs. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc.
2	To evaluate how to be respectful in different situations.	Identify when a behaviour is disrespectful and suggest a specific way it could be changed to show respect. Describe how another person's need or preference should influence their own behaviour in a given situation. Explain how respectful behaviour may change depending on whether the context is school, a public place or online.			
3	To set and respect personal boundaries, including seeking and giving consent.	Describing what a personal boundary is and how it can change. Recognise how crossing someone's boundary, even as a joke, can harm trust. Apply consent language to model an appropriate response when a boundary is crossed.			
4	To evaluate safe, respectful ways to challenge unfairness in everyday situations.	Could work in mixed ability groups so peers can model respectful language. Could use the prompts from the Resource: Conscience alley supporting statements to scaffold verbal responses. Could be given time to pre-read the scenarios before the lesson to allow processing time to generate ideas.			
5	To describe how to respond to bullying safely.	Identify upstander actions in bullying scenarios and explaining why each action is safe and appropriate. Choose and justify a safe response to bullying in person and online. Explain how to get help and report bullying using school systems and trusted adults.			
6	To explain when to seek help for yourself or someone else.	Identify situations when they can self-manage and when they should ask an adult for help. Select actions that keep themselves and others safe and explain how these actions might help. Name trusted adults in and out of school, and describe what they would tell them when asking for help.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 1	Year Group:	Reception	Unit:	Managing self: Taking on challenges
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	Why do we have rules?	To understand why we have rules.		rules reason right wrong safe confident comfortable fair equal enjoyable calm orderly challenge difficulty persistence perseverance trial and error	Personal, social and emotional development • see themselves as a valuable individual • build constructive and respectful relationships • express their feelings and consider the feelings of others • show resilience and perseverance in the face of challenge • identify and moderate their own feelings socially and emotionally • think about the perspectives of others • manage their own needs and personal hygiene • know and talk about the different factors that support their overall health and wellbeing including: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian
2	Building towers	To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems.			
3	Team den building	To work together as a group to overcome challenges and communicate effectively with others.			
4	Grounding	To learn and practise ‘grounding’ coping strategies.			
5	Team races	To understand the importance of perseverance in the face of challenge.			
6	Circus Skills	To learn new skills, showing resilience and perseverance in the face of challenge.			

Aintree Davenport Primary School – PSHE and RSE Termly Overview

Term:	Spring 1	Year Group:	1	Unit:	The online world: How do we spend time online?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To recognise when I am online.	Say what being online means. Name at least two examples of online activities. Name at least two examples of digital devices that can be used to go online.		online polite safe screen time trusted adult	That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Where and how to report concerns and get support with issues online. That for almost everyone, the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high-quality in-person relationships, looking at the pros and cons of different ways of using online connection. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
2	To recognise online activities and in-person activities.	Sort online and in-person activities. Being to explain why some activities are better done online or in person.			
3	To recognize that polite behaviour online is the same as polite behaviour in person.	Say how to be polite when using a device. Explain why it is important to be kind online and in person. Describe how unkind behaviour can make others feel online.			
4	To explain why it is good to balance screen time with in-person activities.	Reconise the things I need to stay healthy. Say what might happen if someone spends too much time using screens. Suggest ways to balance screen time with in-person activities.			
5	To recognise when something online is not for children and know how to tell a trusted adult.	Say who my trusted adults are. Recognise when something online is not right. Say what to do if something online makes me feel worried, scared or confused.			
6	To explain how I can stay safe when using a device.	Recall at least two rules for staying safe online. Say what I should do if something online makes me worried, scared or confused. Say why it is important to stay safe online.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 1	Year Group:	2	Unit:	The online world: How can we stay safe online?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To describe some things people can do online and how to use devices safely.	Name devices that connect to the internet. Give examples of things people do online. Follow simple rules to stay safe online.		Key vocabulary from the previous year group. Permission personal information private information sharing	How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. That they have rights in relation to sharing personal data, privacy and consent. Where and how to report concerns and get support with issues online. That for almost everyone, the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2	To understand that sharing information online means it can be seen by many people.	Say what sharing online means. Suggest who might see something shared online. Recognise that many people might see something shared online.			
3	To recognise that private information should not be shared online.	Identify examples of private information. Understand that private information should not be shared online. Give a simple reason why private information should not be shared online.			
4	To identify when private information has been shared online.	Recognise when someone has shared private information online. Understand that sharing private information online is unsafe. Say what to do if private information is shared online.			
5	To understand that not everything we see online is real.	Recognise that not everything seen online is real or shows the whole story. Give examples of things online that may not be real. Say what they should do if they see something online that may not be real.			
6	To explain what to do if something online worries me.	Recognise when something online might make them feel worried, uncomfortable or unsure. Recall simple rules to help them stay safe online. Describe what they should do if they make a mistake online.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 1	Year Group:	3	Unit:	The online world: How should we communicate online?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To identify ways people communicate online and in person.	Recognise that communication can happen both online and in person. Describe at least one similarity and one difference between online and in-person communication. Explain a benefit of communicating online and a benefit of communicating in person.		Key vocabulary from the previous year group. anonymous block communicate report respect respectful screenshot	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Where and how to report concerns and get support with issues online. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high-quality in-person relationships, looking at the pros and cons of different ways of using online connection. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Why social media, some apps, computer games and online gaming, including gambling sites, are age-restricted.
2	To describe respectful ways to communicate online.	Give examples of respectful behaviours in everyday and online situations. Recognise respectful and disrespectful communication online. Describe how respectful or disrespectful behaviour online might make someone feel.			
3	To explain how online communication can be misunderstood.	Explain why communication online can sometimes be misunderstood and give simple examples. Give some examples of online messages being misinterpreted and talk about why this might be. Explain how online communication can affect feelings, particularly if messages are not clear.			
4	To understand how to respond safely to online bullying.	Describe what online bullying is and recognise that it can happen through messages, games or other online communication. Identify examples of online bullying behaviour and explain how these actions might make someone feel. Suggest simple ways to respond to online bullying, such as reporting it or telling a trusted adult.			
5	To explain why we must be careful when communicating online.	Explain that you cannot always be sure who someone really is when communicating online. Explain why it can be difficult to know who someone really is online, even if they claim to know someone you know. Identify examples of private or personal information that should not be shared online. Suggest simple actions to take if someone they do not know contacts them online.			
6	To explain and practise ways to stay safe online and seek help.	Explain that age restrictions on apps and websites exist to help keep children safe. Recognise situations online that might feel unsafe, worrying or inappropriate. Role-play telling a trusted adult if something online makes them feel uncomfortable or unsafe.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 1	Year Group:	4	Unit:	The online world: How can we decide what to trust online?	
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links	
1	To recognise how the internet can be helpful and challenging	Recognise how the internet can be helpful when searching for information. Describe how the internet can help people find information. Describe some challenges of using the internet.		Key vocabulary from the previous year group. content in/accurate mislead reliable search engine	How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. How to understand the information they find online, including from search engines, and know how information is selected and targeted. Where and how to report concerns and get support with issues online. That for almost everyone, the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Why social media, some apps, computer games and online gaming, including gambling sites, are age-restricted.	
2	To recognise that not all online content is appropriate for children.	Identify age restriction symbols and their meanings. Explain why age restrictions exist. Use age restrictions to decide if something online is age-appropriate. Describe actions they can take if they see something inappropriate or upsetting online.				
3	To recognise that some online information can be misleading.	Explain what misleading means. Give reasons why it is important to check online information. Spot examples of misleading information.				
4	To check whether online information is reliable.	Explain why it is important to check online information instead of trusting it straight away. Identify clues that help check reliability, such as the author, date and purpose. Use the author, date and purpose to decide whether information is more reliable.				
5	To evaluate multiple sources of online information.	Compare information from different online sources. Use more than one source to decide whether online information is reliable or to answer a question. Explain why checking multiple sources helps us know if something is true.				
6	To recognise the importance of questioning online content.	Explain why it is important to question online information before believing or sharing it. Give examples of what might happen if people believe or share misleading information, such as causing worry or confusion. Create and use a simple toolkit to help check online information.				

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 1	Year Group:	5	Unit:	The online world: How can we decide what to trust online?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To analyse how online adverts influence what we click, buy or watch.	Use the word influence accurately in spoken and written responses. Identify the purpose of different types of adverts. Explain how adverts influence what people think, feel and do. Recognise common advertising techniques such as urgency or popularity.		Key vocabulary from the previous year group. advert influence scam targeted	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. How to understand the information they find online, including from search engines, and know how information is selected and targeted. Where and how to report concerns and get support with issues online. That for almost everyone, the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2	To explain how online adverts are targeted.	Recognise that online activity can be tracked. Give examples of personal data collected by apps and websites. Explain clearly how collected data is used to make predictions and personalise adverts. Identify that targeted adverts are not random but selected based on tracked behaviour. Suggest appropriate actions to reduce unwanted personalised adverts.			
3	To recognise how different types of online content influence choices and behaviour.	Describe what an influencer is and the role they play online. Recognise ways influencers build trust. Explain how online content can influence what people buy, believe, do or feel. Identify when content may be sponsored and understand that it is designed to influence.			
4	To explain how online trends influence behaviour.	Describe what a trend is and give examples. Explain how trends spread online when people see, share and copy something. Identify ways a trend might influence behaviour offline. Give a reasoned judgement about whether following a trend is sensible.			
5	To analyse how opinions shared online can shape our views.	Explain the difference between a fact and an opinion using clear examples. Identify when an opinion is presented as a fact in different online contexts. Explain how repetition and popularity can make an opinion feel true. Evaluate online information by identifying whether evidence is present or missing.			
6	To recognise that online messages can be misleading.	Recognise when an online message may be misleading by identifying warning signs such as urgency, rewards or requests for personal information. Identify common features such as urgency, rewards or requests for personal information. Suggest safe actions such as declining, reporting and telling a trusted adult.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 1	Year Group:	6	Unit:	The online world: How can we decide what to trust online?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To understand how online platforms engage users and recognise ways to manage online activity.	Identify features of online platforms that keep users engaged. Select features to include in an online platform to keep users engaged and explain their choices. Suggest effective strategies to manage time online.		Key vocabulary from the previous year group. Additional vocabulary TBD.	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Where and how to report concerns and get support with issues online. That for almost everyone, the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Why social media, some apps, computer games and online gaming, including gambling sites, are age-restricted.
2	To recognise why some online gaming can be risky and how to make safe choices.	Identify features in online games that encourage people to keep playing or spend money. Suggest safe choices to make when playing online games. Recognise why online gambling sites are age restricted.			
3	To analyse how online content can influence how people think and feel.	Identify when online content has been carefully chosen or edited. Give examples of how online content can influence how people think or feel about themselves and others. Suggest ways to manage feelings relating to online content.			
4	To recognise and respond to harmful online behaviours.	Identify different types of harmful online behaviour. Describe how online behaviours can affect people's feelings and wellbeing. Describe how to safely respond to harmful online behaviour.			
5	To understand how what we share online can affect ourselves and others.	Recognise that online posts can spread and be hard to control. Explain how online behaviour can affect reputation. Suggest responsible choices when posting online.			
6	To recognise the impact of online experiences on wellbeing and how to respond positively.	Evaluate how online interactions can affect feelings. Recognise how these feelings can influence behaviour. Suggest ways to manage my online use.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 2	Year Group:	Reception	Unit:	Self-regulation: Listening and following instructions
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	Simon Says	To understand why it is important to listen carefully.		listen listening understanding friends truth feelings honest persevere persist team	Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding.
2	Listening to a story	Listening attentively to a story; answering questions and retelling parts of a story.			Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
3	Pass the Whisper	Understanding the importance of listening carefully, telling the truth and thinking of others' feelings.			ELG: Managing Self Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
4	Obstacle Races	Following instructions or actions and persevering when things get difficult.			
5	Blindfold walk	Learning to follow instructions involving several ideas or actions and giving simple instructions.			
6	Treasure Hunt	Learning to listen and respond to phrases and instructions.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 2	Year Group:	1	Unit:	Citizenship: How can I help others and the environment?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To recognise some of the needs of babies and younger children.	Name some things that babies and younger children need, such as food, sleep, clothing, cleanliness and play. Explain that adults help to care for babies and younger children by providing things they need and keeping them safe. Describe safe ways they could help with a baby or younger child, such as playing with them, reading to them or helping them get dressed.		Key vocabulary from the previous units. Key Vocabulary TBD.	Links TBD.
2	To understand that animals have different needs and how to care for them.	Name some needs that different animals have. Explain how to look after some animals by meeting their needs. Explain how the needs of different animals can vary.			
3	To identify ways to look after the school environment.	Identify parts of the school environment, such as the classroom, playground, hall, library or garden. Describe things they like about different parts of the school environment. Explain ways that they can help to look after the school environment. Explain that looking after the school environment is everyone's responsibility.			
4	To show respect when sharing ideas and opinions.	Share ideas for improving an area of the school. Show respect when others share their ideas and opinions. Give reasons for their opinions respectfully.			
5	To recognise how people help look after the school and local environments.	Name people who help to look after the school and local environment. Identify how people help to look after the environment in different ways. Recognise the importance of people who help to look after the local environment.			
6	To recognise how rules help people, animals and places.	Identify what rules are. Give examples of rules that help people, places and animals. Explain how rules help people.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 2	Year Group:	2	Unit:	Citizenship: How can I help others and the environment?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1		Coming October 2026		Key vocabulary from the previous units. Key Vocabulary TBD.	Links TBD.
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Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 2	Year Group:	1	Unit:	Citizenship: How can I help others and the environment?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To recognise some of the needs of babies and younger children.	Name some things that babies and younger children need, such as food, sleep, clothing, cleanliness and play. Explain that adults help to care for babies and younger children by providing things they need and keeping them safe. Describe safe ways they could help with a baby or younger child, such as playing with them, reading to them or helping them get dressed.		Key vocabulary from the previous units. Key Vocabulary TBD.	Links TBD.
2	To understand that animals have different needs and how to care for them.	Name some needs that different animals have. Explain how to look after some animals by meeting their needs. Explain how the needs of different animals can vary.			
3	To identify ways to look after the school environment.	Identify parts of the school environment, such as the classroom, playground, hall, library or garden. Describe things they like about different parts of the school environment. Explain ways that they can help to look after the school environment. Explain that looking after the school environment is everyone's responsibility.			
4	To show respect when sharing ideas and opinions.	Share ideas for improving an area of the school. Show respect when others share their ideas and opinions. Give reasons for their opinions respectfully.			
5	To recognise how people help look after the school and local environments.	Name people who help to look after the school and local environment. Identify how people help to look after the environment in different ways. Recognise the importance of people who help to look after the local environment.			
6	To recognise how rules help people, animals and places.	Identify what rules are. Give examples of rules that help people, places and animals. Explain how rules help people.			

Aintree Davenport Primary School – PSHE and RSE Termly Overview

Term:	Spring 2	Year Group:	3	Unit:	Citizenship: What rights and responsibilities do we have?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To recognise that everyone has rights and responsibilities.	Recognise that human rights are rights everyone has and give examples of these.Explain that rights help people live safely, fairly and with respect. Name people or organisations that help protect rights.		Key vocabulary from the previous units. Key Vocabulary TBD.	Links TBD.
2	To recognise that children have rights and why they matter.	Identify that children have specific rights, giving examples of these. Explain how some rights help children live safely, learn, play or be heard. Describe some ways adults can help make sure children can access their rights.			
3	To understand how reducing what we use helps protect the environment.	Suggest practical ways individuals can reduce materials or energy use. Describe how reducing resource use can help the environment. Explain why reducing usually comes before reusing and recycling in the waste reduction triangle.			
4	To understand how reusing items helps protect the environment.	Explain that reusing is often better than recycling because recycling still uses energy and resources. Give examples of how familiar items can be reused or upcycled. Describe a simple school reuse or upcycling project and explain how it would help the environment or school community.			
5	To recognise our responsibility to recycle at home, school and in the local area.	Recognise objects and materials that can be recycled. Explain why recycling is important for the environment. Use local council information to identify what can be recycled locally. Suggest at least one action to improve recycling at home, school or in the local area.			
6	To recognise how local councils look after local communities.	Identify examples of local council responsibilities. Give examples of how council services can benefit a local community. Explain simply why councils need to choose spending priorities.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 2	Year Group:	4	Unit:	Citizenship: How can I spend my money responsibly?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1		Coming October 2026		Key vocabulary from the previous units. Key Vocabulary TBD.	Links TBD.
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Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 2	Year Group:	5	Unit:	Citizenship 1 - How can we make a difference in our communities and beyond?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To recognise how to show care for others.	Name the people, animals, plants or belongings they care about. Identify issues they care about. Give examples of actions they can take to show care.		Key vocabulary from the previous units. Key Vocabulary TBD.	Links TBD.
2	To recognise how individuals and groups can contribute to a community.	Identify ways individuals and groups can contribute to a community. Explain how a contribution can help others. Suggest some ways people’s contributions could be recognised or valued.			
3	To recognise how the UK Government works.	Describe how people elect MPs and how the UK Government is usually formed. Name different parts of the UK Government and what they do. Describe the role of MPs and ministers.			
4	To understand the role of a local councillor.	Describe how local councillors help people in their community. Identify some issues that local councillors may be able to help people with. Explain what happens at a local councillor’s surgery.			
5	To recognise the role of pressure groups.	Explain what a pressure group is. Describe how pressure groups can bring about change, with examples from the lesson. Rank campaign actions and give a reason for which action is most likely to make a difference.			
6	To recognise how people can influence decisions made by the government.	Describe how people can share their views with decision-makers. Identify if an issue is local, national or both. Suggest suitable actions for a local or national issue.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Spring 2	Year Group:	6	Unit:	Citizenship 1 - How can we make a difference in our communities and beyond?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1		Coming December 2026		Key vocabulary from the previous units.	Links TBD.
2				Key Vocabulary TBD.	
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Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 1	Year Group:	Reception	Unit:	Building Relationships: Mr Family and Friends
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	Festivals	Thinking about perspectives of others in class and learning about how different beliefs celebrate special times.		Key vocabulary from the previous units. • festival • special event • religion • culture • beliefs • tradition • sharing • friends • take turns	PSED – Building Relationships: Build constructive and respectful relationships; think about the perspectives of others; work and play cooperatively; take turns, share and form positive friendships; show sensitivity, kindness and consideration towards others. PSED – Managing Self/Self-Regulation: Show resilience and perseverance when facing challenges, work towards simple goals and manage feelings appropriately. Communication & Language – Speaking: Express ideas and feelings and participate in discussions with others. Understanding the World – People, Culture and Communities: Recognise that people have different beliefs and celebrate special times in different ways, developing respect for similarities and differences between communities.
2	Sharing	Understanding why sharing is important.			
3	What makes a good friend?	Understanding the characteristics that make a good friend.			
4	Being a good friend	Learning the importance of supporting others by being kind.			
5	Teamwork	Understanding the importance of perseverance in the face of challenge.			
6	Celebrating Friendships	Planning a party to celebrate the special friendships within the class.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 1	Year Group:	1	Unit:	Health protection: How can I protect myself and others in daily life?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To explain how and why we wash our hands.	Recognise the things I need to stay healthy. Say what might happen if someone spends too much time using screens. Suggest ways to balance screen time with in-person activities.		Key vocabulary from the previous units. 999 dentist doctor emergency first aid germs illness injury medicine prevent protect serious spread unwell urgent	How and when to seek support including which adults to speak to in school if they are worried about their health. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
2	To describe how to protect myself in any weather.	Make links between the weather and how they feel. Choose suitable clothing for different weather conditions. Describe how to stay safe in hot weather, including drinking water.			
3	To recognise people who help keep us healthy.	Recall a range of healthcare workers and explain ways they help prevent illness. Identify appropriate healthcare settings for different illnesses or injuries. Recognise that healthcare workers can help people stay well or get better.			
4	To talk about how my body feels when I am ill.	Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong. Recognise that telling an adult helps keep them safe and healthy. Giving key information about their discomfort.			
5	To recognise if an injury is serious or not.	Distinguish between small and serious injuries. Identify which injuries need to be reported to an adult immediately. Describe examples of first aid.			
6	To identify who can help with serious illnesses and injuries.	Explain that serious illnesses and injuries need urgent help from paramedics or doctor. Recognise when an injury or illness is an emergency. Know that 999 should be called in a medical emergency.			

Aintree Davenport Primary School – PSHE and RSE Termly Overview

Term:	Summer 1	Year Group:	2	Unit:	Growing up: How can we look after and respect our bodies as we grow?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To identify how we grow and change as we get older.	Identify physical changes in people as they grow. Recognise that changes to the body are a normal part of growing up. Describe ways they have changed since they were a baby.		Key vocabulary from the previous units. change grow nipples penis private parts scrotum testicles vagina vulva	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How and when to seek support including which adults to speak to in school if they are worried about their health. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
2	To describe what people can do as they grow older.	Give examples of things children can do that they could not do as babies or toddlers. Talk about what people can do at different life stages, using the vocabulary baby, toddler and child correctly.			
3	To express personal boundaries using simple language.	Recognise that their body belongs to them. Explain what personal body boundaries are. Use simple language to say if they feel uncomfortable or want to say no.			
4	To talk about body parts correctly.	Recognise that private body parts are the parts covered by underwear or swimwear. Use the correct names for body parts. Recall how knowing the correct names for body parts helps keep people safe. Describe what to do if someone tries to touch a private body part without permission.			
5	To talk about how to respect other people’s belongings and bodies.	Recognise situations where privacy should be respected. Explain ways to respect other people’s bodies and personal belongings. Identify a trusted adult they could talk to if they feel worried about privacy or boundaries.			
6	To describe how to get help if you feel unsafe or uncomfortable.	Identify trusted adults at home and in school. Explain that a trusted adult is someone who listens and helps keep people safe. Describe what to do if someone does not respect boundaries, e.g. tell a trusted adult. Recognise simple body signals that may show worry or discomfort.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 1	Year Group:	3	Unit:	Health protection: How can we prevent illness and injury and respond if they happen?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1		Coming October 2026		Key vocabulary from the previous units.	TBD
2				allergy asthma defence disease immune infection pressure spf sunburn sunstroke symptom vaccine	
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Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 1	Year Group:	4	Unit:	Growing up: How will my body and emotions change as I grow up?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To explain what body boundaries are and how to communicate them.	Explain what body boundaries are. Give examples of how to ask for and respond to permission. Describe appropriate actions to take if they do not want to give permission or feel uncomfortable.		Key vocabulary from the previous units. boundaries breasts period physical changes puberty	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls’ periods start will help them understand what to expect and avoid distress.
2	To explore how bodies change during puberty.	Identify and correctly name some physical changes that happen during puberty. Use appropriate terminology to talk about puberty changes with confidence and respect. Recognise that everyone goes through puberty and that changes happen at different times and rates.			
3	To explain how to manage emotions and feelings during puberty.	Recognise that emotions and feelings change as people grow up, including during puberty. Identify a range of common emotions and feelings that people may experience during puberty. Suggest appropriate ways to manage strong emotions and feelings.			
4	To explain what a period is and what happens when you have one.	Explain what a period is using clear, age-appropriate language. Recognise that periods are a natural part of growing up for girls. Identify ways periods can be managed, such as using pads or period pants. Identify trusted adults they could talk to if they had questions or concerns about periods.			
5	To describe how and why we should treat others with kindness and respect.	Recognise that bodies change as people grow up and that these changes happen at different times for different people. Explain how unkind or negative comments about someone’s body can affect how they feel. Demonstrate respectful and kind language when talking about bodies and physical changes.			
6	To identify trusted adults and explain how they can help with worries about growing up and change.	Explain what a trusted adult is and describe their role in helping someone feel safe. Identify one or more trusted adults at home or at school they could talk to. Recognise that talking to a trusted adult is important when someone has a worry about growing up or changes.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 1	Year Group:	5	Unit:	Growing up: How can I manage the changes to my body and emotions as I grow up?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To discuss the physical and emotional changes that happen during puberty.	Explain what puberty is and recognise that it happens because of hormonal changes. Describe some physical changes that happen to the body during puberty. Use correct and appropriate vocabulary when talking about body parts and changes.		Key vocabulary from the previous units. egg erection genitals hormones influence menstrual cup period pad period pants self-conscious sensitive tampon wet dreams womb/uterus	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls’ periods start will help them understand what to expect and avoid distress.
2	To explain why personal hygiene is important during puberty.	Name some physical changes that happen during puberty. Describe how these changes can affect personal hygiene. Explain simple ways to keep clean and healthy during puberty. Use appropriate vocabulary when talking about body changes and hygiene.			
3	To recognise how to treat others with kindness during puberty.	Describe how unkind comments or actions might make someone feel. Recognise why comments about body or emotional changes during puberty can be hurtful. Suggest kind and respectful ways to respond to others during puberty. Use appropriate language when discussing feelings and behaviour.			
4	To identify emotions that may change during puberty and know who to talk to for support.	Identify a range of emotions and feelings that people may experience during puberty. Describe why emotions and feelings may change as they grow up. Identify trusted adults or people they can talk to if they feel emotional or have questions.			
5	To describe what a period is and how to manage it.	Describe what a period is and recognise why it happens. Identify a range of products that can be used during a period. Talk about what a period might be like and ways it can be managed. Use appropriate vocabulary when talking about periods.			
6	To recognise personal boundaries and know how to respond when they are crossed.	Describe what personal boundaries are and why they are important. Recognise situations where personal boundaries may be crossed. Suggest calm, kind and assertive ways to respond when boundaries are crossed.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 1	Year Group:	6	Unit:	Staying safe: How can I stay safe as I grow up?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To describe how to keep myself safe when I am at home without adult support.	Identify hazards in a range of home scenarios and explain the associated risks. Explain why some everyday situations become more risky when they are alone or without adult support. Describe appropriate actions to take in response to accidents or emergencies at home, including when to seek help or call 999.		Key vocabulary from the previous units. addictive air ambulance cautious coastguard consent criminal offence drugs emergency services emotional mountain rescue peer pressure physical public transport search-and-rescue substance threat violence	How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2	To predict and plan for risks outside the home.	Identify hazards outside the home and explain the risks they may create. Explain how distractions can affect safety and make situations less safe. Identify safe actions to take in response to unsafe situations outside the home.			
3	To explain how to stay safe near railways.	Identify hazards and risks near railways. Describe safe ways to be on and around railways. Explain how to make safe choices when travelling independently.			
4	To manage risk in, on and around water by following the water safety code.	Apply the water safety code to identify safer choices in different water scenarios. Explain how different water environments and factors, such as cold water, currents or lack of supervision, increase risk. Recognise when new information changes the level of risk and adapt their decisions accordingly. Justify their choices using knowledge of hazards and the water safety code.			
5	To recognise and respond to peer pressure.	Explain what peer pressure is. Identify when peer pressure is happening in a situation. Suggest safe and appropriate strategies to respond to peer pressure.			
6	To recognise the risks of drug misuse and how to make safe choices.	Identify examples of legal and illegal drugs. Explain some risks and consequences of drug misuse. Suggest strategies to respond to pressure involving drugs.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 2	Year Group:	Reception	Unit:	Managing Self: My Wellbeing
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	What is exercise?	Learning about the importance of exercise and exploring how exercise affects different parts of the body.		Exercise Healthy Body Heart Muscles Yoga Balance Relax Well-being Hygiene Germs Safe Pedestrian Road Healthy eating Balanced diet	Physical Development – Managing Self/Gross Motor Skills: Understand the importance of regular physical activity and how exercise supports a healthy body; develop movement, balance and coordination through activities such as yoga.
2	Yoga and Relaxation	Exploring yoga, guided meditation and relaxation.			PSED – Managing Self/Self-Regulation: Manage personal needs independently, develop awareness of healthy choices, use relaxation strategies and understand ways to support emotional well-being.
3	Looking After Ourselves	To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. To know and discuss the factors that support their overall health and well-being.			Development Matters – Reception: Know and talk about the different factors that support overall health and well-being, including regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, a good sleep routine and being a safe pedestrian. Further develop the skills needed to manage the school day successfully, including personal hygiene. Develop confidence, independence and responsibility when looking after themselves and making healthy and safe choices.
4	Being a Safe Pedestrian	To understand what it means to be a safe pedestrian.			
5	Eating healthily	Exploring what it means to eat healthily.			
6	A rainbow of food	Understanding the importance of healthy food choices and what a balanced diet is.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 2	Year Group:	1	Unit:	Staying safe: How can I stay safe?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To identify what is safe and unsafe in the home.	Identify safe and unsafe objects in the home. Explain in simple terms how an unsafe object could cause harm. Develop an understanding of what to do when they spot something unsafe in the home.		Key vocabulary from the previous units. 999 body clues comfortable danger emergency harm road safety rule safe trusted adult uncomfortable unsafe	That families are important for children growing up safe and happy because they can provide love, security and stability. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
2	To identify what is safe and unsafe for our bodies	Sort everyday items into those that are safe and unsafe to put in or on the body. Explain in simple terms why an item is unsafe for the body. Understand that they should only take medicine given by a trusted adult and that someone else’s medicine is not safe for them. Repeat and apply the rule: ‘If I do not know what it is, I never touch or taste it’ when shown new or unfamiliar products.			
3	To explain how rules can keep us safe.	Identify things that are unsafe for children to use without an adult. Match simple safety rules to appropriate home or school settings. Explain in simple terms how a rule helps to keep them safe. Use key vocabulary such as safe, unsafe, rules and trusted adult during partner talk and whole-class discussion.			
4	To describe how to stay safe near roads.	Identify clear dangers near roads in pictures or role play. Use simple road safety vocabulary, such as pavement, kerb, helmet, safe and unsafe when talking about what they see. Follow the road safety rule ‘Stop, Look, Listen, Think’ with an adult during the role play, including waiting when there is ‘traffic’ and only crossing when the road is clear. Describe in simple terms how to cross a road safely with a trusted adult.			
5	To notice how I feel when something is unsafe.	Identify whether a character in a picture or presentation looks comfortable or uncomfortable and give a simple reason. Name some body clues that might show they feel worried or unsafe. Use simple feeling words to describe their own experiences. Say what they could do if they notice a body clue that feels uncomfortable, including telling a trusted adult.			
6	To recognise who and how to ask for help.	Name some trusted adults at home and at school. Identify which trusted adult could help in different settings. Use simple help phrases practised in the lesson. Recognise in simple terms that some very serious situations are emergencies when an adult might call 999 for the police, fire service or ambulance service.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 2	Year Group:	2	Unit:	Staying safe: How can I make safe choices in different places?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To understand that my body is special and belongs to me.	Recognise that their body belongs to them. Give reasons why their body is special. Explain why it is important to look after themselves. Suggest simple ways to look after themselves and stay clean, safe and healthy.		Key vocabulary from the previous units. penis permission private parts testicles vagina vulva	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. The importance of promoting general wellbeing and physical health. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
2	To recognise simple rules that help keep my body safe.	Give examples of the PANTS rules. Recognise when touch is unsafe or unwanted. Say what to do if someone breaks the PANTS rules.			
3	To understand how to stay safe at home.	Identify some things that can be dangerous in the home. Explain how some hazards could cause harm. Recall the stop, do not touch, tell and ask rules.			
4	To identify how to stay safe in different places.	Notice dangers in different places. Identify how dangers could cause harm. Recall simple safety rules such as stop, look, listen and think for roads; stop and do not touch unfamiliar objects.			
5	To understand what to do if I cannot find my trusted adult.	Recall the stop, stay, ask rule. Roleplay how to ask for help if they cannot find their trusted adult. Tell a safe adult their name and who they are looking for.			
6	To recognise how to stay safe around water.	Name different places where there is water. Identify that water can be dangerous. Recall simple rules to keep themselves safe around water. Know that if someone is in trouble in the water this is an emergency and they must tell an adult straight away.			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 2	Year Group:	3	Unit:	Citizenship: What careers do people choose and why>
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1		Coming December 2026		Key vocabulary from the previous units. TBD	TBD
2					
3					
4					
5					
6					

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 2	Year Group:	4	Unit:	Staying Safe: What signs help me recognise what is safe or unsafe?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To identify warning signs that a situation may be unsafe.	Identify inside and outside warning signs in pictures, statements and case scenarios. Describe at least one warning sign using evidence from the case file and evidence cards. Explain why a situation is unsafe, including when a person or place is familiar or when someone uses pressure.		Key vocabulary from the previous units. alcohol boundaries cigarettes current hazard illegal inappropriate legal operator personal space pressure risk road crossing tide vapes	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2	To respond to an uncomfortable situation safely.	Describe actions they can take when they feel uncomfortable, including moving away and seeking help. Use clear help-seeking language to ask a trusted adult for support. Suggest another trusted adult or strategy if the first adult does not help.			
3	To identify common risks and explain how to stay safe when walking, cycling or scooting.	Identify hazards in road, walking, cycling and scooting scenes and describe why they are risky. Describe how to cross safely at different road crossings, including stopping at the kerb and using traffic lights correctly. Explain the difference between a risk and an emergency and state what to do in an emergency, including how to call 999.			
4	To understand how to stay safe in and around water.	Identify hazards in different water settings, including hazards that may be hard to spot, such as depth, low temperature, current and tide. Recognise common water safety signs and explain what they are warning people about. Describe safe actions to take if someone is in danger in water, including getting help straight away, using something that floats, such as a lifebuoy, not entering the water, calling 999 and speaking clearly to the operator			
5	What drugs are safe or unsafe?	Recognise when medicines can be helpful and when they can be harmful. Describe situations when a helpful medicine could be harmful, for example, if the wrong person takes it, too much is taken or it is taken for the wrong reason. Recognise that alcohol and smoking or vaping are legal for adults but illegal for children.			
6	To recognise hazards and explain how thinking ahead reduces risk.	identify hazards in different scenarios and group them into types, for example fire, electrical, trips and slips and harmful products explain how thinking ahead can help keep people safe by noticing warnings such as labels, symbols and safety instructions before an accident happens suggest ways to reduce or remove risks by choosing safe actions, including making simple changes or telling an appropriate adult or person in charge			

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 2	Year Group:	5	Unit:	Citizenship: How can we be in control of our money?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1		Coming December 2026		Key vocabulary from the previous units. TBD	TBD
2					
3					
4					
5					
6					

Aintree Davenhill Primary School – PSHE and RSE Termly Overview

Term:	Summer 2	Year Group:	6	Unit:	Sex education: How do people become parents and carers?
Lesson	Lesson Focus	Essential Knowledge		Key Vocabulary	NC Links
1	To use the correct scientific vocabulary to name private body parts respectfully.	Accurately use the correct vocabulary for private body parts. Say why using the correct vocabulary is important when describing private body parts. Ask questions safely and respectfully.		Key vocabulary from the previous units. conception consent ovary pregnant sexual intercourse sperm	TBD
2	To describe how a baby is made using scientific vocabulary.	Explain the process of conception using scientific vocabulary. Name the parts of the body where the baby grows using scientific vocabulary. Use respectful and accurate language to discuss conception.			
3	To understand the stages of pregnancy and the different ways babies are born.	Order the different stages of pregnancy. Describe how a foetus changes during pregnancy. Recall different ways a baby can be born.			
4	To recognise that families can be formed in different ways.	Say what makes a family special. Recognise the differences and similarities in families. Explain the different ways families can be made.			
5	To consider some of the responsibilities of having a baby.	List what babies need. Recognise how caring for a baby affects daily life. Say where parents and carers can get support.			
6	To understand what consent means.	Explain what consent means and why it is important. Recognise when someone has and has not given consent. Say what the legal age of consent is in the UK.			