		What will PSHE and Citizenship in the Morpeth Partnership look like? (Individuals schools will use local data and their knowledge of own pupils needs to prioritise topics) Black - Statutory Primary Blue - Statutory Secondary
Knowledge and skills	**<u>Relationships</u>** Families and people who care for me.	Pupils in the Morpeth Partnership should know: ● that families are important for children growing up because they can give love, security and stability. ● the characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ● that marriage represents 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. ● that there are different types of committed, stable relationships. ● how these relationships might contribute to human happiness and their importance for bringing up children. ● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● why marriage is an important relationship choice for many couples and why it must be freely entered into. ● the characteristics and legal status of other types of long-term relationships. ● the roles and responsibilities of parents with respect to raising of children, including the

	Caring Friendships	Pupils in the Morpeth Partnership should know: ● how important friendships are in making us feel happy and secure, and how people choose and make friends. ● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
	Respectful Relationships	Pupils in the Morpeth Partnership should know: ● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ● practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. ● the importance of self-respect and how this links to their own happiness. ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

	Including Friendships	- what a stereotype is, and how stereotypes can be unfair, negative or destructive. - the importance of permission-seeking and giving in relationships with friends, peers and adults. - the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. - practical steps they can take in a range of different contexts to improve or support respectful relationships. - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. - that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. - what constitutes sexual harassment and sexual violence and why these are always unacceptable. - the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
	Online Relationships	Pupils in the Morpeth Partnership should know: - that people sometimes behave differently online, including by pretending to be someone they are not. - that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

	And media	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
	Being Safe	Pupils in the Morpeth Partnership should know: • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it 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 physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources

		• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
	Intimate and sexual relationships, including sexual health	Pupils in the Morpeth Partnership should know: • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

	Health and wellbeing Mental Wellbeing	Pupils in the Morpeth Partnership should know: ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● where and how to seek support (including recognising the triggers for seeking support), including whom 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). ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. ● how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● that happiness is linked to being connected to others. ● how to recognise the early signs of mental wellbeing concerns. ● common types of mental ill health (e.g. anxiety and depression). ● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

	Internet Safety and Harms	Pupils in the Morpeth Partnership should know: ● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of rationing 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 effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● why social media, some computer games and online gaming, for example, are age restricted. ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● where and how to report concerns and get support with issues online. ● the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. ● how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
	Physical health and fitness	Pupils in the Morpeth Partnership should know: ● the characteristics and mental and physical benefits of an active lifestyle. ● the importance of building regular exercise 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, vigorous exercise. ● 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.

		• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
	Healthy Eating	Pupils in the Morpeth Partnership should know: • what constitutes a healthy diet (including understanding calories and other nutritional content). • 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). • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
	Drugs, Alcohol & Tobacco	Pupils in the Morpeth Partnership should know: • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
	Health & Prevention	Pupils in the Morpeth Partnership should know: • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to

		the body.
		- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - the facts and science relating to allergies, immunisation and vaccination. - about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. - about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. (late secondary) the benefits of regular self-examination and screening. - the facts and science relating to immunisation and vaccination. - the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
	Basic First Aid	Pupils in the Morpeth Partnership should know: - how to make a clear and efficient call to emergency services if necessary. - concepts of basic first-aid, for example dealing with common injuries, including head injuries. - basic treatment for common injuries. - life-saving skills, including how to administer CPR. - the purpose of defibrillators and when one might be needed.
	Changing Adolescent Body	Pupils in the Morpeth Partnership should know: - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle.

		● key facts about puberty, the changing adolescent body and menstrual wellbeing. ● the main changes which take place in males and females, and the implications for emotional and physical health.
	Living in the modern world; Economic well being and being a responsible citizen	● About rights and responsibilities as members of families, other groups and ultimately as citizens ● About different groups and communities ● To respect equality and to be a productive and positive member of a diverse community ● About the importance of respecting and protecting the environment ● Where money comes from, keeping it safe and the importance of managing it effectively ● How money plays an important part in people's lives ● A basic understanding of enterprise ● how to manage transition to increasingly independent living ● how to identify and access help, advice and support including in new settings and situations

Progression of key skills from Y1 - Y8

	Relationships	Health and wellbeing	Living in the modern world
End of EYFS	Play cooperatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others needs and feelings, and form positive relationships with adults and other children. Know that technology is used by people to communicate.	Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how they might vary from one another. Make observations of animals and plants and explain why some things occur and talk about changes.
End of Year 1	Identify and name some feelings (feeling happy or worried for example) and say some of their positive qualities. Awareness of positive and negative communication online and how to report it.	Explain ways of keeping clean and they can name the main parts of the body. Explain that people grow from young to old.	Explain different ways that family and friends should care for one another.
End of Year 2	Demonstrate that they can manage some feelings in a positive and effective way. Share their views and opinions (for example talking about what is fair or not fair).	Make simple choices about some aspects of their health and well-being and know what keeps them healthy. Talk about the harmful aspects of some household products and medicines, and describe ways of	Recognise that bullying is wrong and can list some ways to get help in dealing with it. Recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or peers).

	Set themselves simple goals .	keeping safe in familiar situations.	Identify and respect differences and similarities between people.
	Know ways of keeping physically and emotionally safe online.		
End of Year 3	Demonstrate that they recognise their own worth and that of others. Express their views confidently and listen to and show respect for the views of others. I understand there are age restrictions in the digital world to keep me safe.	Make choices about how to develop healthy lifestyles.	Explain how their actions have consequences for themselves and others. Describe the nature and consequences of bullying and can express ways of responding to it. Show how they care for the environment (e.g. school environment and property).
End of Year 4	Express their views confidently and listen to and show respect for the views of others. Know what a friend is and does and how to cope with some friendship problems.	List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. Understand when they should keep secrets and promises, and when they should tell somebody about them.	Describe the nature and consequences of bullying, and can express ways of responding to it. Identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).
End of Year 5	Identify ways to face new challenges. Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of	Identify some factors that affect emotional health and well-being. Identify and explain how to manage the risks in different familiar situations.	Respond to or challenge negative behaviours such as stereotyping and aggression.

	dealing with these in a positive way. Explain how to stay safe when using technology to communicate with my friends. Recognise and resist pressure to use technology in ways that may be risky or cause harm to myself or others.		
End of Year 6	Identify positive ways to face new challenges. Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. Describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.	Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these	Talk about a range of jobs, and explain how they will develop skills to work in the future. Demonstrate how to look after and save money.
End of Year 7	Recognise and manage emotions within a range of relationships both positive and negative.	Make informed choices about health and wellbeing matters that affect them.	Understand the functions and uses of money, the importance and practice of budgeting, and managing risk.

	Demonstrate an awareness of how to manage loss, bereavement, divorce and separation. Respect equality in a diverse community.	Demonstrate an awareness of the role and influence of media on lifestyle.	
End of Year 8	Discuss the concept of consent.	Make informed choices about health and wellbeing matters that affect them and others. Identify and assess help, advice and support that is available. How to respond to an emergency.	Develop employability, teamwork and leadership skills. Know how personal financial choices can affect oneself and others

Concepts/vocabulary in PSHE

At the end of Key Stage 1, the pupils will have developed an understanding of the following concepts:	At the end of Key Stage 2, the pupils will have developed an understanding of the following concepts:	At the end of Key Stage 3, the pupils will have developed an understanding of the following concepts:
Relationships Feelings Friendship Family Elderly Belonging Differences and similarities Bullying Health and Wellbeing Healthy lifestyle Managing change Self awareness Medicines Cleanliness Growing Living in the Wider World Views and opinion Goals Recycling	Relationships Respect Tolerance Identity Emotions Relationships - marriage, friendships, healthy relationships Stereotype Racism Bullying Health and Wellbeing Physical, mental and emotional health and wellbeing Puberty Drugs and substances Legality - legal, illegal Emotions Keeping safe Living in the Wider World Employment Ambition Financial management Environment	Relationships Equality Diversity Prejudice Discrimination Empathy RSE Health and Wellbeing Physical, mental and emotional health and wellbeing Media and peer pressures Body Image Drugs and substances Risk management Coping with change Living in the Wider World Global citizens CEAIG Aspirations Digital literacy Democracy Rights and responsibilities Enterprise and economic well being

	Managing risks Consequences Rights and responsibilities Democracy CEAIG	- Mental health and looking after ourselves and others - Healthy relationships and effective endings, including life changes such as parental separation - Physical health including the effects of drugs, and drugs and the law - Emotional health and making positive choices - Coping with an emergency or a stressful situation.