



Relationships Education and Health Education Policy

Prepared By:	Emma Gould		
Approved By:	Matt Vernon	Date:	January 2025
Start Date:	November 2024	Review Date:	January 2026

INTRODUCTION AND STATUTORY GUIDANCE

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2021. The policy has been produced in partnership with Hamwic Education Trust.

As a primary school we are required to teach Relationships Education and Health Education (RHE).

Parents will be consulted on the policy on an annual basis.

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Lytchett Matravers Primary School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

DEFINITIONS AND KEY AREAS OF TEACHING

Relationship Education

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of Lytchett Matravers Primary School where we strive for our children to 'Thrive Together' through:

- Being happy, feeling respected and secure.
- Being high achieving learners – making excellent progress in relation to their prior attainment.
- Being inspired, enthusiastic and highly motivated to learn.
- Demonstrating positive attitudes and behaviours characterised by high self-esteem.
- Developing the independence, responsibility and skills to become well-rounded citizens of the 21st Century, preparing young people for life in modern Britain.

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2021 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Lytchett Matravers Primary School, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 6 pupils will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.)

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible. When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class of individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

Physical Health and mental wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 2), under the broad headings of

- Mental wellbeing
- Internet safety and harms

- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

RELATIONSHIPS AND HEALTH CURRICULUM DELIVERY

Relationships and Health Education (RHE) is taught through weekly lessons linked to the SCARF personal, social and health education programme. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in appendix 3.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

ROLES AND RESPONSIBILITIES

The governing body

The governing body will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance to their year group expectations

- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

The leader for RHE at Lytchett Matravers Primary School is Mrs E Gould.

Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

Safe and effective practice

All adults will create a safe and supportive learning environment by ensuring the following:

- ground rules for PSHE and RHE are established which will be developed with the whole class each year, referred to regularly and the pupils encouraged to follow.
- distancing techniques are used such as anonymous questions, case studies and problem pages are used to help pupils avoid personalising issues.
- with direct consideration for the children in their classes, year groups will discuss the sort of questions which they feel are appropriate to provide answers to in order to provide a consistent and age appropriate approach. If a child's question seems inappropriate, adults will agree to discuss it with the child individually later, rather than with the whole class and where necessary children will be advised to ask their parents or carers.
- training and CPD will take place regularly to ensure all adults understand this policy and best practice when teaching RHE.

Building Positive links with parents and carers

The school is well aware that the primary role in children's RHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation so that we can best prepare the children for the future. In promoting this objective we will:

- inform parents about the school's RHE policy and practice
- answer any questions that parents may have about the RHE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE in the school

Safeguarding

Teachers are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will follow the school's safeguarding policy and consult with a designated safeguarding lead. Should you wish to read the school's Child Protection and Safeguarding policy, it can be found on the school website under the policies section or obtained from the school office.

PARENTS AND CARERS AND THE RIGHT TO WITHDRAW

As we follow the scientific aspects of sex education, as stipulated in the science national curriculum, parents do not have the right to withdraw their children from these lessons. We are committed to working with parents and carers to ensure that they are fully aware of what is being taught and provide additional resources. If there are any concerns, parents are invited to contact the school to discuss them.

Parents are invited by letter prior to lessons in relation to sex education to review the materials used with staff, if they wish, and have curriculum materials shared with them. Parents are able to withdraw their children from specific sessions following this process, for example one specific session in Year 6 entitled 'Making Babies'.

TRAINING

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

MONITORING OF RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be review annually and will require approval by the governing body.

APPENDIX 1 – Expectations for Relationships Education

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 marriage¹ 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. • 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.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

APPENDIX 2 – EXPECTATIONS OF HEALTH EDUCATION

<p>Mental Wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Physical Health and Fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle.

	<ul style="list-style-type: none"> • 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.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

APPENDIX 3 – RHE CURRICULUM OVERVIEW (RHE Specific objectives highlighted)

PSHE CURRICULUM – Progression Map ‘Me and My Relationships’						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent						
Our EYFS children are able to talk about themselves and people who are important to them. They are beginning to identify different feelings and what events might cause them to feel that way.	Our Year 1 children are beginning to identify different feelings and describe in simple terms how these effect our bodies. They are beginning to understand what makes a good friend and simple strategies for dealing with conflicts with friends.	Our Year 2 children are able to identity different feelings, how these effect our bodies and how we express these feelings. They can identify qualities of friends and that this is a special relationship. They are beginning to know what is meant by teasing and bullying and can suggest simple strategies for dealing with these.	Our Year 3 children can explain different feelings associated with different situations and that they are a normal way of dealing with situations. They know qualities of friendships, how to resolve conflicts and make up. They are beginning to understand that cooperation can help everyone achieve success.	Our Year 4 children can identify and range of feelings and how these link to our physical state. They know how to form positive and healthy relationships with others. They can describe qualities in others that they admire and know that there are times we have to say No to our friends.	Our Year 5 children can identify, describe and respond to a wide range of feelings. They can reflect on the different relationships they have with others both positive and negative. They understand that respectful behaviours is necessary when dealing with others.	Our Year 6 children can identify and describe a range of feelings as well as express clearly how they feel. They understand how to form different relationships with others and how to deal with difficult situations when they arise.
Planning Considerations						
<ul style="list-style-type: none"> ✓ Create class charter ✓ Teach behavioural expectations in the class/boundaries set ✓ Learn school routines 	<ul style="list-style-type: none"> ✓ Create Class Charter (September) ✓ Make links to ‘Rights Respecting’ 	<ul style="list-style-type: none"> ✓ Create Class Charter (September) ✓ Make links to ‘Rights Respecting’ 	<ul style="list-style-type: none"> ✓ Have any pupils recently experienced loss? ✓ Create Class Charter (September) ✓ Make links to ‘Rights Respecting’ 	<ul style="list-style-type: none"> ✓ Create Class Charter (September) ✓ Make links to ‘Rights Respecting’ ✓ Plan opportunities for group work to practise skills of collaboration 	<ul style="list-style-type: none"> ✓ Create Class Charter (September) ✓ Make links to ‘Rights Respecting’ ✓ Plan opportunities for group work to practise skills of collaboration 	<ul style="list-style-type: none"> ✓ Create Class Charter (September) ✓ Make links to ‘Rights Respecting’ ✓ Plan opportunities for group work to practise skills of collaboration
Skills						
<p>Our children can:</p> <ul style="list-style-type: none"> • Talk about themselves and their family • Say how they are the same and different to others • Name special people in their lives • Begin to describe different feelings and emotions • Identify who can help if they are sad, scared or worried • Explain simple ways that they can help 	<p>Our children can:</p> <ul style="list-style-type: none"> • Explain classroom rules and contribute to making them. • Recognise how others might be feeling by reading body language/facial expressions. • Recognise that people’s bodies and feelings can be hurt and suggest ways of dealing with different kinds of hurt. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Create and agree classroom rules. • Use a range of words to describe feelings and recognise that others have different ways of expressing their feelings. • Describe simple strategies for dealing with bullying and rehearse some of these strategies. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Explain why we have rules and suggest appropriate rules for range of settings. • Demonstrate cooperation and collaboration and how working together can help everyone achieve success. • Explain feelings associated with loss. • Identify people that they have a special relationship with and 	<p>Our children can:</p> <ul style="list-style-type: none"> • Express some qualities that they admire in others. • Recognise when we might need to say ‘no’ to a friend • Demonstrate strategies for working collaboratively • Show a range of feelings through facial expression and body language • Recognise that feelings can change 	<p>Our children can:</p> <ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings • Recognise basic emotional needs and understand that they might change • Reflect on their own friendship qualities • Rehearse assertiveness skills 	<p>Our children can:</p> <ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task, implementing the appropriate skills • Demonstrate positive strategies for negotiating and compromising within a task • Recognise peer influence and pressure • Demonstrate using some assertive

<p>themselves or others who are sad, scared or worried</p> <ul style="list-style-type: none"> • Listen to what others say and respond • Name key people outside their families that care for them • Talk about when they might feel safe or unsafe • Be able to calm or self-regulate • Identify events that can make someone feel sad 	<ul style="list-style-type: none"> • Give simple strategies for resolving conflict situations. • Demonstrate attentive listening skills. • Give and receive positive feedback. 		<p>how to maintain a positive relationship.</p> <ul style="list-style-type: none"> • Demonstrate simple strategies for resolving conflict. • Rehearse and use skills for making up. • Suggest strategies to use if asked to do a dare and feel unsafe. • Express opinions and consider others' points of view. • Listen respectfully to others' opinions. 			<p>behaviours through role play</p> <ul style="list-style-type: none"> • Recognise and empathise with patterns of behaviour in peer group situations
---	---	--	--	--	--	---

Knowledge

<p>Our children:</p> <ul style="list-style-type: none"> • Understand that we are all different • Know that there are different feelings and begin to name them • Know who can help them if they feel sad, scared or worried. • Know how they can help a friend if they feel sad, scared or worried • Know ways how to calm or self-regulate 	<p>Our children:</p> <ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe. • Understand how our bodies can react to our emotions. • Identify a range of feelings. • Identify how feelings make us behave. • Understand that we belong to various groups (e.g family) and they can help us. • Identify simple qualities of friendship 	<p>Our children:</p> <ul style="list-style-type: none"> • Explain classroom rules and why they help in the classroom. • Label a range of feelings. • Name and understand how to deal with different feelings. • Define what is meant by 'bullying' and 'teasing' and the difference between them. • Know that there are different types of bullying and unkind behaviour and that both are unacceptable. • Understand that friendship is a special kind of relationship and name ways that good friends care for each other. 	<p>Our children:</p> <ul style="list-style-type: none"> • Know rules are to keep us safe and the possible consequences of breaking the rules. • Understand that feelings are normal and a way of dealing with situations. • Define what cooperation and collaboration are. • Know what a dare is and that no one can force others to do a dare. • Know qualities of friendship. 	<p>Our children:</p> <ul style="list-style-type: none"> • Know what we mean by a 'positive, healthy relationship' • Know some assertive strategies for saying 'no' • Define successful qualities of team work and collaboration. • Name a wide range of feelings (good and not good) and how these can be linked to our physical state • Describe strategies to respond to being bullied 	<p>Our children:</p> <ul style="list-style-type: none"> • Explain what collaboration means and describe attributes needed to work collaboratively. • Accept that responsible and respectful behaviour is necessary when interacting with others • Explain what negotiation and compromise mean and strategies for resolving difficult situations • Identify what makes a relationship unhealthy • Know who they can talk to if they need help • Identify characteristics of passive, aggressive and assertive behaviours • Identify risk factors and consider outcomes • Understand that online communications can be misinterpreted 	<p>Our children:</p> <ul style="list-style-type: none"> • Explain 'negotiation' and 'compromise' • Know some of the challenges that arise from friendships • List some assertive behaviours • Understand the consequences of reacting to others in positive and negative ways • Know the age a person can get married and understand that everyone has the right to choose who and whether to marry
--	---	--	--	---	--	--

Our Pupil Promise... key opportunities and experiences for all of our pupils

✓ Listening Ear

✓ Opportunities to build relationships with children and adults across the school

PSHE CURRICULUM – Progression Map ‘Valuing Differences’

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent						
Our EYFS children feel valued within the class and school community. They are able to celebrate and value themselves and others. They are beginning to understand that everyone is different. They are able to identify people who are special to them and explain in simple terms why.	Our Year 1 children feel valued within the class and school community. They are able to celebrate and value themselves and others. They understand that everyone is different and that we should accept and celebrate these differences. They are able to identify people who are special to them and explain in simple terms why.	Our Year 2 children feel valued within the class and school community. They are able to celebrate and value themselves and others. They understand that everyone is different and that we should accept and celebrate these differences. They are beginning to identify what groups they belong too and how it feels to be left out of a group.	Our Year 3 children feel valued within the class and school community. They are able to celebrate and value themselves and others. They understand that everyone is different and that we should accept and celebrate these differences. They are beginning to identify different groups within a community and that some may have different views to others.	Our Year 4 children feel valued within the class and school community. They are able to celebrate and value themselves and others. They understand that everyone is different and that we should accept and celebrate these differences. They are beginning to understand what ‘stereotypes’ are and the importance of showing respect to others.	Our Year 5 children feel valued within the class and school community. They are able to celebrate and value themselves and others. They understand that everyone is different and that we should accept and celebrate these differences. They are developing an understanding of discrimination and its injustices and how this can be challenged.	Our Year 6 children feel valued within the class and school community. They are able to celebrate and value themselves and others. They understand that everyone is different and that we should accept and celebrate these differences. They understand that discriminatory behaviour and prejudice can result from disrespect of others differences. They can describe some of the benefits of living in a diverse society.
Planning Considerations						
<ul style="list-style-type: none"> ✓ Make links with Anti-Bullying week (November) ✓ Plan opportunities to share and celebrate individuality (WOW board) 	<ul style="list-style-type: none"> ✓ Make links with Anti-Bullying week (November) ✓ Plan opportunities to share and celebrate individuality 	<ul style="list-style-type: none"> ✓ Make links with Anti-Bullying week (November) ✓ Plan opportunities to share and celebrate individuality 	<ul style="list-style-type: none"> ✓ Make links with Anti-Bullying week (November) ✓ Plan opportunities to share and celebrate individuality ✓ Plan opportunities for discussion and debate across the curriculum areas ✓ Plan group tasks to practise skills in listening respectfully, taking turns etc 	<ul style="list-style-type: none"> ✓ Make links with Anti-Bullying week (November) ✓ Plan opportunities to share and celebrate individuality ✓ Plan opportunities for discussion and debate across the curriculum areas ✓ Plan group tasks to practise skills in listening respectfully, taking turns etc 	<ul style="list-style-type: none"> ✓ Make links with Anti-Bullying week (November) ✓ Plan opportunities to share and celebrate individuality ✓ Plan opportunities for discussion and debate across the curriculum areas ✓ Plan group tasks to practise skills in listening respectfully, taking turns etc 	<ul style="list-style-type: none"> ✓ Make links with Anti-Bullying week (November) ✓ Plan opportunities to share and celebrate individuality ✓ Plan opportunities for discussion and debate across the curriculum areas ✓ Plan group tasks to practise skills in listening respectfully, taking turns etc
Skills						

<p>Our children can:</p> <ul style="list-style-type: none"> • Listen to and respect others ideas • Talk about their families and homes • Be sensitive to others and celebrate what makes others unique • Describe own positive attributes and what makes them unique • Share likes and dislikes • Talk about what makes their home feel safe and special • Demonstrate how to co-operate with others (sharing, kind hands) • Show friendly behaviour towards a peer 	<p>Our children can:</p> <ul style="list-style-type: none"> • Empathise with those who are different to us. • Appreciate the positive aspects of everyone being different. • Suggest ways they we can show kindness to others. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Identify some of the physical and non-physical differences and similarities between people. • Identify people who are special to them and explain why. • Show acts of kindness to others in school and appreciate how this can make others feel. • Recognise that how people's behaviour can affect others. • Understand how it feels to be part or left out of a group. • Demonstrate active listening techniques (making eye contact, nodding head etc) 	<p>Our children can:</p> <ul style="list-style-type: none"> • Identify similarities and differences between a diverse range of people and qualities needed in order to all get on together. • Recognise there are different communities and the benefits that come from belonging to a community. • Know how to challenge others' viewpoint respectfully. • Explore why people have prejudiced views. • Reflect on listening skills 	<p>Our children can:</p> <ul style="list-style-type: none"> • Rehearse ways of managing conflicts through negotiation and compromise. • Recognise how others' non-verbal signals indicate how people feel • Recognise potential consequences of aggressive behaviour • Demonstrate ways of showing respect to others' differences 	<p>Our children can:</p> <ul style="list-style-type: none"> • Rehearse active listening skills • Demonstrate respectfulness in responding to others • Respond appropriately to others • Empathise with people who have been subjected to injustice • Recognise that some people will post things online that are not true • Recognise the consequences of positive and negative behaviour 	<p>Our children can:</p> <ul style="list-style-type: none"> • Describe positive attributes of their peers • Appreciate that everyone is unique • Demonstrate ways of showing respect to others • Challenge stereotypical gender portrayals of people • Demonstrate ways to offering support to someone has been bullied
---	---	---	--	---	---	--

Knowledge

<p>Our children:</p> <ul style="list-style-type: none"> • Know the importance of showing care and kindness towards others • To begin to understand that people have similarities and differences to ourselves • Know how we can be kind to others and start to build relationships 	<p>Our children:</p> <ul style="list-style-type: none"> • Identify similarities and differences between people. • Simply explain what is fair and unfair, kind and unkind. • Simply explain difference between unkindness, teasing and bullying. • Identify people who are special to us and name qualities that make them special. 	<p>Our children:</p> <ul style="list-style-type: none"> • Know and use words/phrases that show respect for others. • Name groups that they are part of. • Explain strategies for someone who is feeling left out. • Name acts and words of kindness and unkindness 	<p>Our children:</p> <ul style="list-style-type: none"> • Know that there are many types of family. • Understand what is meant by 'adoption', 'fostering' and 'same sex relationships'. • Define the term 'community'. • Understand that people living in the UK have different origins • Know that repeated name calling is a form of bullying. • Know and explain some reasons what different people are bullied. • Know what 'prejudice views' are • Give examples of respectful language. 	<p>Our children:</p> <ul style="list-style-type: none"> • Understand that they have different types of relationships • Define 'negotiation' and 'compromise' • Know the need to manage conflict or differences • Know they have the right to protect their personal space and who to talk to if they feel uncomfortable. • Name ways in which people are different to each other • Know some simple strategies for dealing with someone who is behaving aggressively • Define word respect 	<p>Our children:</p> <ul style="list-style-type: none"> • Define key qualities of friendships, describe ways of making a friendship last and understand that some friendships end. • Develop an understanding of discrimination and its injustice • Consider how discriminatory behaviour can be challenged • Describe benefits of living in a diverse society • Know the importance of mutual respect for different faiths, beliefs and groups 	<p>Our children:</p> <ul style="list-style-type: none"> • Understand that bullying and discriminatory behaviour can result from disrespect of others differences • Know strategies for dealing with bullying as a bystander • Understand and explain 'prejudice' • Describe the benefits of living in a diverse society • Identify the qualities of a strong, positive friendship • Define the term 'stereotype'
---	---	--	---	---	--	--

				<ul style="list-style-type: none"> Understand and identify stereotypes 	<ul style="list-style-type: none"> Know that information online is not always accurate Know the difference between sex, gender identity, gender expression and sexual orientation 	
--	--	--	--	---	---	--

Our Pupil Promise... key opportunities and experiences for all of our pupils

- ✓ Celebration Assembly
- ✓ Class Awards
- ✓ 'Anti Bullying' week – biannually
- ✓ All children to feel valued in class and school community

PSHE CURRICULUM – Progression Map 'Keeping Myself Safe'

EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent						
We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don't feel safe. Our EYFS children are beginning to associate emotions with feeling unsafe and they can name some people that they can trust. They know the PANTS rule.	We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don't feel safe. Our Year 1 children are beginning to associate emotions with feeling unsafe and they can name some people that they can trust. They know the PANTS rule.	We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don't feel safe. Our Year 2 children can identify situations which they feel unsafe and begin to suggest strategies for dealing with these.	We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don't feel safe. Our Year 3 children know situations where they feel safe and unsafe and can suggest strategies for keeping safe. They know that medicines can be helpful as well as harmful and the risks associated with being online.	We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don't feel safe. Our Year 4 children understand that medicines are drugs and explain safety issues for medicine use. They can explain strategies for safe online sharing and implications of sharing online without consent	We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don't feel safe. Our Year 5 children know what information is safe or unsafe to share online and how to deal with online bullying. They understand that some habits can have associated risks and why people might choose to take these risks.	We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don't feel safe. Our Year 6 children understand the risks of sharing information, photos and films online and how quickly it can be shared without consent.
Planning Considerations						
<ul style="list-style-type: none"> ✓ Nurse/Dental nurse to visit school ✓ Healthy eating making fruit kebabs ✓ Ensure parents have been informed of RSE guidance and content 	<ul style="list-style-type: none"> ✓ Ensure parents have been informed of RSE guidance and content ✓ Make links with Science curriculum 	<ul style="list-style-type: none"> ✓ Ensure parents have been informed of RSE guidance and content ✓ Make links with Science curriculum 	<ul style="list-style-type: none"> ✓ Make links with Science curriculum 	<ul style="list-style-type: none"> ✓ Make links with Science curriculum 	<ul style="list-style-type: none"> ✓ Make links with Science curriculum 	<ul style="list-style-type: none"> ✓ Make links with Science curriculum
Skills						

<p>Our children can:</p> <ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe • Names ways to stay safe around medicines • Names things that keep their bodies safe • Explain how to stay safe in school, classroom, at home and online • Be able to clean teeth • Identify hazards inside/outside and how to stay safe • Name things around us that keep us safe • Explain what they should do if they feel unsafe • Recognise the feelings they have when they feel unsafe 	<p>Our children can:</p> <ul style="list-style-type: none"> • Recognise emotions and physical feelings associated with feeling unsafe • Suggest people who can help when they feel unsafe, sad. • Start thinking about who they trust and who they can ask for help. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Identify situations which they would feel safe or unsafe. • Identify when to say yes/no/I'll ask/I'll tell in relation to keeping self and others safe. • Recognise facial expression and body language that can give clues to how comfortable someone feels in a situation. • Recognise that some touches are not fun and can hurt or be upsetting. • Recognise the importance of telling someone they trust about a secret that makes them feel uncomfortable. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Demonstrate strategies for dealing with a risky situation. • Identify risks in situation and ways of reducing or managing risks. • Recognise risks with browsing online and suggest strategies for safe browsing online. • Know how to ask for help if asked for image or information online. • Rehearse decision-making skills. • Describe appropriate online behaviour 	<p>Our children can:</p> <ul style="list-style-type: none"> • Identify situations which are either dangerous, risky or hazardous and suggest simple strategies for managing risk • Recognise when we are being influenced positively or negatively 	<p>Our children can:</p> <ul style="list-style-type: none"> • Recognise that there are positive and negative risks • Recognise situations which are risky • Rehearse strategies to deal with both face to face and online bullying • Suggest strategies and skills to support others who are bullied • Consider what information is safe/unsafe to share online 	<p>Our children can:</p> <ul style="list-style-type: none"> • Explore the risks of sharing photos and films of themselves with others online • Reflect on how independence and responsibility go together
---	--	--	---	---	---	--

Knowledge

<p>Our children:</p> <ul style="list-style-type: none"> • Know what foods are healthy • Know the adults in their lives and in the community who keep them safe • Know how to stay safe in school, classroom, home and online (age appropriate) • Learn the SMART/PANTS rules • Understand why they need to clean their teeth • Learn the importance of keeping safe around 	<p>Our children:</p> <ul style="list-style-type: none"> • Know why people take medicines and explain simple issues of safety and responsibility about using medicines. • Learn the PANTS rule. • Name and know which parts should be private. • Explain in simple terms difference between appropriate and inappropriate touching. • Know they have the right to say 'no' to unwanted touching. 	<p>Our children:</p> <ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better. • Name some alternative ways that someone can do to feel better without medicines. • Explain simple issues of safety and responsibility about medicines and their use. • Know who they can ask for help if they feel unsafe. • Know they can ask someone to stop touching them. 	<p>Our children:</p> <ul style="list-style-type: none"> • Know situations which are safe and unsafe, identify people who can help in an unsafe situation. • Explain strategies for keeping safe. • Define 'danger' and 'risk' and explain difference. • Define 'drug' and understand that nicotine and alcohol are both drugs. • Know that medicines are drugs and can be helpful or harmful. • Know some of the effects of cigarettes and alcohol. 	<p>Our children:</p> <ul style="list-style-type: none"> • Define danger, risk and hazard and explain differences • Define what is meant by 'dare' and suggest strategies for managing dares • Know and explain strategies for safe online sharing and implications of sharing online without consent • Understand that medicines are drugs and explain safety issues for medicine use. • Understand some of the key risks of smoking and drinking alcohol 	<p>Our children:</p> <ul style="list-style-type: none"> • Know what a habit is and describe that a habit can sometimes be hard to break • Understand the actual norms around smoking/alcohol and the associated risks • Explain how to weigh up risk factors when making decisions and describe some of the possible outcomes of taking a risk • Define what is a dare • Explain why someone might give a dare and suggest ways of saying no to dares 	<p>Our children:</p> <ul style="list-style-type: none"> • Know how to keep personal information safe an private online • Understand and describe how easily something posted online can spread • Know that it is illegal to create and share sexual images of children under 18 years old • Define 'addiction' and understand that addiction is a form of behaviour • Understand how drugs can be categorized into different groups
---	---	--	--	---	---	---

medicines and unknown products	<ul style="list-style-type: none"> Know that if someone is being touched in a way that they do not like they have to tell someone so they can help it stop. 	<ul style="list-style-type: none"> Understand what personal information is and when it is or isn't appropriate to share 	<ul style="list-style-type: none"> Know how to protect personal information online Know that all medicines are drugs but not all drugs are medicines 	<ul style="list-style-type: none"> Understand some of the basic laws in relation to drugs Know and describe some of the effects and risks of drinking alcohol
--------------------------------	--	--	--	---

Our Pupil Promise... key opportunities and experiences for all of our pupils

- ✓ E- safety focus week
- ✓ Visits from Police and other outside agencies to discuss online safety
- ✓ Visits to Life Education Van
- ✓ Ensure all children feel safe in school and know who they can talk to if they feel unsafe

PSHE CURRICULUM – Progression Map ‘Being My Best’

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent						
Our EYFS children are beginning to understand ways they can keep themselves healthy. They are starting to understand that our bodies need certain foods, sleep and exercise to be healthy.	Our Year 1 children are beginning to understand the difference between healthy and unhealthy. They know that our bodies need certain foods, sleep and exercise to be healthy. They are beginning to know how some diseases are spread and simple ways this can be stopped.	Our Year 2 children know that some choices can be either healthy or unhealthy and this can impact on their own health. They can explain that our bodies need certain foods, sleep and exercise to be healthy. They understand that they need to look after their teeth and how to do this. They know that germs can spread diseases and simple ways of preventing this.	Our Year 3 children can explain what our bodies need to be healthy. They know how each of the food groups benefit our bodies and what is meant by a ‘balanced diet’. They know how some infectious diseases are spread and how simple hygiene routines can help to reduce the spread.	Our Year 4 children understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. They can name the food groups and explain what is meant by a ‘balanced diet’. They know simple ways that they can care for their environment.	Our Year 5 children know the importance of food, water, exercise and sleep for our health. They can consider unhealthy choices such as smoking and drinking alcohol and the effects these can have. They can define and understand what is meant by ‘community’.	Our Year 6 children know how to be healthy and the effects of unhealthy choices can have. They understand that it is their responsibility to make the right choices and the consequences of taking risks.
Planning Considerations						
<ul style="list-style-type: none"> ✓ Plan in opportunities for simple discussions where children practise listening skills, taking turns etc ✓ Links with PE 	<ul style="list-style-type: none"> ✓ Plan in opportunities for simple discussions where children practise listening skills, taking turns etc ✓ Make links (where appropriate) with Science Curriculum ✓ Links with PE 	<ul style="list-style-type: none"> ✓ Make links with Science Curriculum ✓ Model and use learning line in various curriculum areas ✓ Links with PE 	<ul style="list-style-type: none"> ✓ Plan opportunities for discussion and debates across curriculum areas ✓ Plan collaborative group tasks ✓ Make links with Science Curriculum ✓ Ensure there are opportunities to celebrate theirs and others successes 	<ul style="list-style-type: none"> ✓ Make links with Science Curriculum ✓ Ensure there are opportunities to celebrate theirs and others successes ✓ Links with PE 	<ul style="list-style-type: none"> ✓ Make links with Science Curriculum ✓ Ensure there are opportunities to celebrate theirs and others successes ✓ Links with PE 	<ul style="list-style-type: none"> ✓ Make links with Science Curriculum ✓ Links with PE

✓ Links with PE						
Skills						
<p>Our children can:</p> <ul style="list-style-type: none"> • Begin to learn and use strategies to use when approaching challenges or when things go wrong • Talk about different feelings • Begin to develop a positive mind set • With adult help set themselves achievable goals • Celebrate others success • Talk about their own bedtime routine. • Suggest ways to calm down in the evening and get ready for bedtime 	<p>Our children can:</p> <ul style="list-style-type: none"> • Demonstrate attentive listening skills. • Recognise how people's behaviour can affect others. • Recognise and celebrate their strengths and set simple but challenging goals. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Develop a positive attitude to support own and others well-being. • Develop a positive mind set about their learning. • Begin to understand that failure is on the learning line and how to deal with this. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Develop skills in discussion and debating. • Empathise with different viewpoints. • Recognise their own achievements and that people may say kind things to help us makes feel good about ourselves. • Recognise their own skills and those of others in their class. • Demonstrate how working collaboratively can help everyone achieve success. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Appreciate their own uniqueness • Identify ways in which everyone is unique • Give examples of choices they make for themselves and choices others make for them • Plan a menu which gives a healthy balance of foods from all food groups. • Recognise ways different people support the school community and the qualities and attributes of those people. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Identify own strengths and talents and those in others. • Identify people who are responsible for keeping them safe 	<p>Our children can:</p> <ul style="list-style-type: none"> • Identify aspirational goals, describe actions needed to set and achieve these • Recognise and identify risks in a given situation • Rehearse how to assess risks to keep themselves safe
Knowledge						
<p>Our children:</p> <ul style="list-style-type: none"> • Understand that they can make healthy choices • Understand the importance of trying best and not giving up • Recognise that some skills take a while to learn • Name some healthy foods and drinks • Begin to explain how exercise and good hygiene can help us stay well 	<p>Our children:</p> <ul style="list-style-type: none"> • Understand which foods are needed to be healthy and which foods we should eat less of. • Know that bodies get energy from food, water and air (oxygen). • Understand that exercise and sleep are important to being healthy. • Understand how some diseases are spread and can be controlled. 	<p>Our children:</p> <ul style="list-style-type: none"> • Know that there are different stages on the learning line. • Explain their likes and dislikes. • Understand that some choices can be either healthy or unhealthy and this can impact on their own health. • Know why it is important to look after teeth and how do to this. • Understand that exercise and sleep are important to our health. • Know how germs can be spread and simple ways of preventing this. 	<p>Our children:</p> <ul style="list-style-type: none"> • Know how each of the food groups benefit the body and what is meant by the term 'balanced diet'. • Know that the brain sends and receives messages through the nerves. • Name major internal body parts and explain simple bodily processes. • Know how food, water and air get into the body and blood. • Know how some infectious diseases are spread and how simple hygiene routines can help to reduce the spread. 	<p>Our children:</p> <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health • Name the different food groups that form part of a balanced diet • Understand how they can contribute to care for the environment • Define what is meant by 'community' 	<p>Our children:</p> <ul style="list-style-type: none"> • Know harmful effects of smoking and drinking alcohol • Know the importance of food, water, sleep, exercise for our health • Know the basic functions of the four bodily systems (nervous, respiratory, digestive, blood) and how they are interrelated • Explain the function of at least one internal organ • Know what is meant by community • Understand who is responsible for keeping them safe and healthy. 	<p>Our children:</p> <ul style="list-style-type: none"> • Understand and explain the outcomes of risk-taking, including emotional risks • Understand risks related to growing up • Know how to assess a risk to help keep themselves safe

			<ul style="list-style-type: none"> Know some simple medical and non-medical ways of treating an illness. 			
--	--	--	---	--	--	--

Our Pupil Promise... key opportunities and experiences for all of our pupils

- ✓ Celebration Assembly
- ✓ Opportunities within class to share uniqueness, talents and skills (inside and outside school)
- ✓ 'Healthy Me' week (biannual)
- ✓ Visits to Life Education Van

PSHE CURRICULUM – Progression Map 'Rights and Responsibilities'

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent						
Our EYFS children are beginning to know how to look after their personal hygiene and who to ask for help. They are beginning to recognise the importance of looking after things that belong to themselves or others.	Our Year 1 children know how to look after their personal hygiene and who to ask for help. They are beginning to recognise the importance of looking after things that belong to themselves or others. They are beginning to think about where money comes from.	Our Year 2 children begin to recognise that they are responsible for looking after themselves and our school environment. They know simple ways that people can get money and have a choice about what they do with their money.	Our Year 3 children recognise that they are responsible for looking after themselves and their immediate environment and can suggest ways of doing this. They understand how people earn money and can suggest items that need to be paid for.	Our Year 4 children know that they have rights and with these come responsibilities. They recognise the importance of looking after themselves, school and environment and can suggest ways of doing this.	Our Year 5 children know that we all have rights and responsibilities and can explain some of these that are related to them. They are beginning to understand that with rights come responsibilities and the impact it can have if some of these responsibilities are not carried out.	Our Year 6 children know that we all have rights and responsibilities and can explain some of these. They understand that with rights come responsibilities and the impact it can have if some of these responsibilities are not carried out.
Planning Considerations						
<ul style="list-style-type: none"> ✓ Make links with Maths curriculum (money) ✓ Looking after animals (tadpoles, frogs) 	<ul style="list-style-type: none"> ✓ Make links with Maths curriculum (money) 	<ul style="list-style-type: none"> ✓ Make links with Maths curriculum (money) 	<ul style="list-style-type: none"> ✓ Make links with Maths curriculum (money) 	<ul style="list-style-type: none"> ✓ Make links with Maths curriculum (money) ✓ Plan opportunities for discussion and debate across curriculum areas 	<ul style="list-style-type: none"> ✓ Make links with Maths curriculum (money) ✓ Plan opportunities for discussion and debate across curriculum areas 	<ul style="list-style-type: none"> ✓ Make links with Maths curriculum (money) ✓ Plan opportunities for discussion and debate across curriculum areas
Skills						
<p>Our children can:</p> <ul style="list-style-type: none"> • Name and talk about special people in their lives • Begin to identify ways they can care for people, classroom, school, environment and world around them 	<p>Our children can:</p> <ul style="list-style-type: none"> • To be able to wash, go to the toilet, brush teeth independently. • Recognise the importance of looking after things that belong to themselves or others. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Recognise we all have a responsibility to look after our school environment. • Understand that people have a choice about what they do with their money. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Identify people who volunteer and explore why they might do this. • Suggest items and services around the home that need to be paid for. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Engage with ways that they can contribute to the decision-making process in school (Student Voice) • Recognise that others may try to influence their opinions 	<p>Our children can:</p> <ul style="list-style-type: none"> • Discuss and express opinions on issues concerning health and well being • Suggest advice for a range of situation involving personal finance 	<p>Our children can:</p> <ul style="list-style-type: none"> • Recognise that people don't always tell the truth and only show the good online • Recognise that people's lives are much more balanced

<ul style="list-style-type: none"> • Demonstrate building relationships with friends • Be able to talk about why friends are important and how they can help us 	<ul style="list-style-type: none"> • Demonstrate how to look after something (pet, plant) 			<ul style="list-style-type: none"> • Form and present own opinions in a respectful manner • Listen to others' opinions respectfully • Prioritise items of expenditure in the home from most to least essential • Prioritise public services 	<ul style="list-style-type: none"> • in real life (positive and negative) • Recognise different ways that money can be saved • Suggest actions that could be taken to live in a more environmentally sustainable way
---	--	--	--	---	---

Knowledge

<p>Our children:</p> <ul style="list-style-type: none"> • Know that they have special people in their lives and these may differ to others • Know they are valued and can make a difference • Know ways in which they can take care of the environment • Know what can happen to living things in the world if they are not looked after • Begin to recognise coins and other items related to money • Begin to understand what we use money for and how we keep money safe 	<p>Our children:</p> <ul style="list-style-type: none"> • Understand the importance of regular hygiene routines. • To learn that money comes from different sources and can be used for different purposes. • Recognise the different notes and coins and know that they have different monetary value. 	<p>Our children:</p> <ul style="list-style-type: none"> • Know different strategies for getting on with others. • Identify special people who keep them safe and know how to ask for help. • Know different monetary value and that money can be saved and used for a future time. 	<p>Our children:</p> <ul style="list-style-type: none"> • Define what a 'volunteer' is. • Know key people who are responsible for keeping them safe and healthy. • Define what is meant by 'environment' • Explain different methods of looking after the school environment. • Know and define the terms 'income', 'saving' and 'spending' • Understand that people earn their income through their jobs and how much they get paid can depend on a range of factors. 	<p>Our children:</p> <ul style="list-style-type: none"> • Define what is meant by 'being responsible' • Know that humans have rights and responsibilities • Be able to name some rights and the responsibilities that come with these • Understand why we have rules • Define the word 'influence' • Understand some of the ways that environmental organisations work to take care of the environment • Define 'income' and 'expenditure' • Know what is meant by income tax, National insurance and VAT and what these contribute too 	<p>Our children:</p> <ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties • Identify the impact if responsibilities are not carried out • Explain what is meant by voluntary, community and pressure group • Know examples of voluntary groups, the work they do and its value • Define the terms loan, credit, debt and interest. • Explain some of the areas that local councils have responsibility for • Understand that local councillors are elected to represent their local community 	<p>Our children:</p> <ul style="list-style-type: none"> • Define 'fact', 'opinion', 'biased' and 'unbiased' and explain the difference between them • Know the legal age of having a social media account and the reason behind it • Know some benefits of saving money • Understand the term 'interest' • Know that different jobs have different levels of pay • Know that tax helps fund public services • Understand and explain what is meant by living in an environmentally sustainable way
---	--	---	--	---	---	---

Our Pupil Promise... key opportunities and experiences for all of our pupils

- ✓ Student Voice - Pupils to have a say in some of the decisions made in school that affect them.
 - ✓ Visits from voluntary groups to share their work (Child of Hope)
- ✓ Whole School Fund raising events (Children in Need, Poopy Appeal, Sports Relief etc)

PSHE CURRICULUM – Progression Map ‘Growing and Changing’

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent						
Our EYFS children can begin to describe how they have changed since they were a baby. They can identify simple body parts and know which parts are private.	Our Year 1 children can begin to describe how they have changed since they were a baby. They can identify simple body parts, know which parts are private and who they can talk too about their private parts.	Our Year 2 children can identify and describe the different stages of growth as well as explain in basic terms what happens at each stage. They know they parts of the body that are private and organs that help them make babies when they grow up.	Our Year 3 children can identify different types of relationships and who they have positive healthy relationships with. They understand that babies are made from an egg and sperm joining and what happens when an egg is not fertilised, They know that periods are a normal part of girls’ puberty.	Our Year 4 children are beginning to identify how and why puberty happens and that it can have an emotional as well as physical impact. They can explain the differences in puberty for girls and boys and know the basic key facts of the menstrual cycle.	Our Year 5 children can identify and explain how and why puberty happens. They can correctly name external and internal sexual organs and body parts. They know what menstruation is and what products may be needed during puberty.	Our Year 6 children can define puberty giving examples of physical and emotional changes, know that changes that happen in puberty allow sexual reproduction. They understand that there are a variety of ways in which the sperm can fertilise the egg to create a baby.
Planning Considerations						
<ul style="list-style-type: none"> ✓ Ensure parents have been informed of RSE guidance and content ✓ Children bring in photos of them as they have grown ✓ Plan opportunities to go outside and notice changes in seasons 	<ul style="list-style-type: none"> ✓ Ensure parents have been informed of RSE guidance and content ✓ Make links to Science curriculum ✓ Plan opportunities where pupils can practise listening, taking turns ✓ Children bring in photos of them as they have grown 	<ul style="list-style-type: none"> ✓ Ensure parents have been informed of RSE guidance and content ✓ Make links to Science curriculum 	<ul style="list-style-type: none"> ✓ Ensure parents have been informed of RSE guidance and content ✓ Make links to Science curriculum 	<ul style="list-style-type: none"> ✓ Ensure parents have been informed of RSE guidance and content ✓ Make links to Science curriculum 	<ul style="list-style-type: none"> ✓ Ensure parents have been informed of RSE guidance and content ✓ Make links to Science curriculum ✓ Girl Talk (Autumn Term) to ensure all girls know who they can speak to in school about periods and how to manage periods in school 	<ul style="list-style-type: none"> ✓ Ensure parents have been informed of RSE guidance and content ✓ Make links to Science curriculum ✓ Girl Talk (Autumn Term) to ensure all girls know who they can speak to in school about periods and how to manage periods in school
Skills						
<p>Our children can:</p> <ul style="list-style-type: none"> • Make observations and ask questions about living things • Talk about how they have changed as they have grown up • Be able to identify who they can talk to if they feel uncomfortable or unsafe • Talk about the PANTS rule. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Demonstrate attentive listening skills. • Recognise the difference between a secret and nice surprise. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings associated with losing (and being reunited) with someone they are close to. • Recognise that people like to keep different things private and that should be respected. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Rehearse strategies for when someone is inappropriately in their personal space. 	<p>Our children can:</p> <ul style="list-style-type: none"> • Take part in a role play practising how to compromise • Suggest reasons why a person would want to be married, or live together • Identify some reasons why young people fall out with their parents 	<p>Our children can:</p> <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Explain and rehearse strategies to build up resilience • Identify people who can be trusted • Discuss some myths associated with puberty 	<p>Our children can:</p> <ul style="list-style-type: none"> • Recognise some of the changes they have experienced • Suggest strategies for dealing with change • Recognise how the media can reinforce gender stereotypes • Challenge stereotypical gender portrayals of people

					<ul style="list-style-type: none"> Recognise how our body feels when we are relaxed, nervous or sad Identify situation when it might be necessary to break a confidence to keep someone safe 	<ul style="list-style-type: none"> Suggest strategies for someone struggling with puberty
Knowledge						
<p>Our children:</p> <ul style="list-style-type: none"> Name the different seasons, describe their differences and the changes that happen Understand that humans and animals change overtime Begin to name some of the different stages of growing up. Use the correct vocabulary when naming parts of the body Understand that a baby is made by a man and woman and that it grows in the mother's tummy. Understand that every family is different Know that some parts of the body are kept private and safe. PANTS rule. 	<p>Our children:</p> <ul style="list-style-type: none"> Name major internal body parts Identify how they have changed since being a baby and who helped them at each stage. Identify parts of the body that are private, how these should be kept private and who to talk to about their private parts. 	<p>Our children:</p> <ul style="list-style-type: none"> Know the different stages of growth and describe some of the things people can do at the different stages. Name the parts of the body that are private. Know what organs and parts of the body help them to make babies when they are grown up. Know what privacy means and give examples of different types of private information. 	<p>Our children:</p> <ul style="list-style-type: none"> Identify different type of relationships. Know who they have positive healthy relationships with. Know what is meant by 'personal space' Understand when it is appropriate to allow someone into their personal space. Define 'secret' and 'surprise' and know the difference Know the difference between a safe and unsafe secret and who to talk to if they feel uncomfortable about a secret. Understand that babies come from the joining of an egg and sperm. Know what happens when an egg doesn't meet a sperm. Know that for girls, periods are a normal part of puberty. 	<p>Our children:</p> <ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives Understand and explain why puberty happens Identify parts of the body that males and females have in common and those that are different Know correct terminology for their genitalia Understand how puberty can have emotional as well as physical impact Know the key facts of the menstrual cycle and that periods are a normal part of puberty for girls Understand that marriage is a commitment and can include same and opposite sex Know the legal age for marriage 	<p>Our children:</p> <ul style="list-style-type: none"> Understand what kinds of touch are acceptable and unacceptable Know strategies for dealing with uncomfortable situations particularly with relation to inappropriate touch. Know the correct words for external sexual organs Know what menstruation is and why it happens. Identify products that may be needed during puberty and why. Identify consequences of positive and negative behaviour on self and others Understand that some people can be bullied because of how they express their gender 	<p>Our children:</p> <ul style="list-style-type: none"> Know that photos can be altered to match society's view of perfect Define the term 'stereotype' Understand the risks of sharing images online and how these are hard to control once shared Define 'puberty' giving examples of the physical and emotional changes Know that changes that happen in puberty allow sexual reproduction Know the variety of ways in which the sperm can fertilise the egg to create a baby Understand what FGM is and that it is an illegal practise in this country Know the legal age of consent and what it means Know what HIV is, how it affects the body and how a person can protect themselves from HIV.

Our Pupil Promise... key opportunities and experiences for all of our pupils

- ✓ To ensure all our pupils are prepared and informed on how their bodies will change as they grow and go through puberty
- ✓ All girls to know and feel comfortable about who they can speak to in school about periods and managing them (Girls talk with Year 5 and 6 girls in Autumn term)
- ✓ E-safety week
- ✓ Visits from police and other outside agencies about online safety

APPENDIX 4 – RHE LINKED WITH OTHER NATIONAL CURRICULUM AREAS

Primary RHE, science, computing, DT and PE

Relationships Education

Science NC links

PE NC links

Computing NC links

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 marriage² 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. 	<p>Living things and their habitats</p> <p>Y2</p> <ul style="list-style-type: none"> • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Y4</p> <ul style="list-style-type: none"> • recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>N/A</p>	<p>N/A</p>
---	---	--	------------	------------

Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. 	N/A	N/A	N/A
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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. 	N/A	N/A	N/A

Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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. 	N/A	N/A	<p>KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. 			<p>KS1</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Primary Physical Health and Mental wellbeing

		Science	PE and DT	Computing
Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	<p>Animals including Humans Y2</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Y6</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>PE KS1</p> <ul style="list-style-type: none"> be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <p>KS2</p> <ul style="list-style-type: none"> enjoy communicating, collaborating and competing with each other develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 	<p>KS1</p> <ul style="list-style-type: none"> identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. 	<p>N/A</p>	<p>N/A</p>	<p>KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. 	<p>Animals and Humans Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>PE – support statements but not specifically linked</p> <p>KS1</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>KS2</p> <ul style="list-style-type: none"> • enjoy communicating, collaborating and competing with each other 	<p>N/A</p>

			<ul style="list-style-type: none"> develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> 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). 	<p>Animals and Humans</p> <p>Y1 identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>DT – cooking and nutrition</p> <p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	N/A

Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	<p>Animals and humans Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y4 identify the different types of teeth in humans and their simple functions</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	N/A	N/A	N/A
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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. 	<p>Animals, including humans Y5 describe the changes as humans develop to old age.</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A