



Bolton Primary School

PHSE

2024 – 2026



Bolton Primary School



PERSONAL, HEALTH, SOCIAL AND ECONOMIC EDUCATION AND CITIZENSHIP POLICY

PHSE is an important and necessary part of education. All schools should teach PHSE, drawing on good practice. PHSE is a non-statutory subject, and this is to allow flexibility to deliver high-quality and relevant PHSE for all our pupils. The DfE state that teachers are best placed to understand the needs of their pupils. Schools should tailor their local PHSE programme to reflect the needs of their pupils and to equip them with a sound understanding of risk and the knowledge to make safe and informed decisions.

Purpose of study:

PHSE education is a programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PHSE education develops the qualities and attributes pupils need to thrive as individuals, family members and citizens of society.

PHSE education equips pupils to live healthy, safe, productive, capable, responsible, and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and in achieving economic wellbeing. A critical component of PHSE education is providing opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter. PHSE education contributes to personal development by helping pupils to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices, and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy, and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PHSE makes a significant contribution to pupils' spiritual, moral, social, and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided is essential to safeguarding pupils.

Social, emotional, and behavioural skills underlie almost every aspect of school, home, and community life, including effective learning and getting on with other people.

Our ambition is that children leave our school showing our school values; are aware of cultural and diversity in the UK and around the world; can interact with each other; look after their environment; know how to eat healthily and the importance of exercise; will have good resilience and understanding of mental well-being; understanding of personal hygiene, privacy and puberty together with relationships and the diversity of relationships; know the importance of being responsible for money and have ambitions to develop their own careers.

AIMS: In the teaching of P.H.S.E. we aim to:

- To develop high levels of resilience, motivation and personal identity.
- To develop positive social interaction, and the skills to live and work with others.
- To develop the ability to be an active citizen.
- To develop confidence and responsibility.
- To develop a healthy, safer lifestyle and promote personal wellbeing.
- To develop good relationships whilst respecting the differences between people.

Content:

When planning lessons, staff will consider any social, moral, spiritual, and cultural learning opportunities they can build in or utilise in a lesson. This will help us to develop children personally and develop important life skills. Throughout their school lives, children are given a range of opportunities for personal development, including learning through themed assemblies, involvement in extra-curricular activities, participation in inter-school sporting events, trips, and residential opportunities, taking part in school performances and being involved in competitions such as Young Voices.

Children are given the opportunity to learn about e-safety, bullying and learn about different cultures and religions. We focus on safeguarding - giving pupils opportunities to learn for example about being safe in our physical world. Children also learn about relationships through our RHSE programme. Children are given the opportunities to learn about world issues through fortnightly news assemblies.

Our curriculum teaches children much about health education. They learn about healthy eating and lifestyles through Science, PE and Food Technology. We have weekly behaviour themes such as 'Resilience' or 'Compassion.'

Age-appropriate, high-quality Relationship and Sex Education lessons are taught by a specialist teacher. There is planned programme in place for meeting the requirements of the new RHSE expectations for all pupils (see the policy and information).

<https://www.bolton.cumbria.sch.uk/relationship-health-and-sex-education-rhse-at-bolt/>

Biannually, children in Class 3 (Y5/6) experience The Real Love Rocks Programme from Barnardos which covers relationships, grooming, online safety and homophobic bullying. For more information visit the Real Love Rocks website: <http://www.barnardosrealloverocks.org.uk/>

Children are taught where money comes from and the part it plays in people's lives. They are taught about the different types of work and are given the opportunity to discuss their aspirations. We have an active school council with children from each year group representing the school. They take the lead with organising events and help with raising money for school and charities.

Children participate in Philosophy for Children sessions several times throughout the year, in these sessions we use many of the PHSE themes. We believe that these sessions facilitate debate and discussion and develop tolerance and respect for the views of others.

PHSE and Citizenship help to develop the qualities and attributes children need to be healthy, independent and active participants in society. Our PHSE lessons focus on **mental health, growing and changing, keeping safe, healthy relationships, hurtful behaviour and bullying, community and the wider world and economic well-being**. The work for the study units will be taught over a 2-year rolling programme: Y1/2, Y3/4, and Y5/6.

We use a range of teaching and learning styles to meet the requirements of the National Curriculum. Teachers teach PHSE and Citizenship through many other subjects as well as discreet PHSE lessons. There is a large overlap between the themes and learning in Worldviews and Religion, Science, English, Geography and History and the programme of study for PHSE and Citizenship. We deliver a considerable amount of the PHSE and Citizenship curriculum through these subjects and are always seeking this in our planning and teaching. We place an emphasis on active learning by including the children in discussions, investigations, and problem-solving activities. We also develop PHSE and Citizenship through school council, circle time, philosophy for children, assemblies, whole-school events, and national events such as Macmillan Coffee Morning, Comic Relief, Children in Need, individual target setting, celebration assembly and residential experiences.

Our school values permeate our delivery of this subject - 'RESPECT - Caring, Inspiring, Excelling and Enjoying.'

To achieve our aims children are encouraged to:

- Listen and give others time to talk and to communicate their ideas and feelings clearly.
- Express views in a sensitive way.
- Share, co-operate and take turns in a variety of situations (assembly, group work, play etc.)
- Show growing independence.
- Develop an understanding of being part of a wider community and their role in it.
- Be investigative in their approach to learning, both independently and through adult-led activities.
- Form positive relationships with each other and with adults.
- Be able to empathise with others.
- Be accepting of others.
- Be able to identify positive characteristics in themselves and others.
- Praise and recognise the value in others and their own achievements.
- Be fair and honest towards each other.
- Be respectful of others and their possessions, ideas, beliefs, and abilities.
- Take responsibility for personal belongings and those belonging to school (coat, book bags and books, lunch boxes, stationery etc.)
- Follow class/school routines, which are made clear by adults.

- Be involved in forming class rules and upholding school rules.
- Be responsible for appropriate tasks (class responsibilities, buddies).
- Make and take opportunity to forge community links.
- Communicate clearly within the classroom and school, being confident to speak in a variety of situations.
- Self-assess and evaluate their own work and contributions.
- Set high standards for their own behaviour and resist negative peer influence.
- Show self-respect and self-care.

Adaptation:

Those with special needs may have extra support for the activities or the language content can be suitably altered. We feel strongly that all pupils are entitled to this area of the curriculum and can succeed. The recording of information can be changed to oral or pictorial for example and resources modified to be accessed more easily.

Disadvantaged: The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons.

Assessment:

There will be a unit assessment at the end of the block of learning based on key learning objectives. This helps the teacher to understand if learning has taken place and whether a child needs further support. Assessment in this subject, however, can take on a range of formats such as poster, quiz, group presentation. It will be mainly through observation, open questioning, discussions and marking children's work. Assessment information will be recorded on our school's foundation tracking sheets and shared termly with parents.

We aim to -

- Provide regular opportunities for pupils to receive feedback on their progress and achievements.
- Involve pupils in discussion about learning objectives and desired outcomes.
- Engage pupils in self-assessment.

- Allow pupils to demonstrate their understanding through planning a talk or presentation.
- Encourage pupils to contribute to discussions and debate.
- Enable pupils to demonstrate skills through role-play, drama and art.

Evaluation. Monitoring and Review:

This policy is a working document and should be updated every two years. The subject lead is **Alice Mepham**.

This document should be looked at alongside the RHSE programme and The Worldviews and Religion subject documentation. Each summer, the two-year assembly rota is updated and is a key part of the PHSE programme.

This policy was reviewed AUT 2024 and will be reviewed AUT 2026.

Bolton's PHSE and Citizenship

Following two, two-year cycles of our Curriculum, the ambition was to make the curriculum more memorable and magical and move away, in foundation subjects, from lessons that were often a PowerPoint followed by an activity to more engaging teaching and learning. Leaders needed to ensure that the curriculum for PHSE/RHSE was coherently planned and sequenced towards cumulatively sufficient knowledge. In this subject, we are dealing with a lot of big stuff: mental health, healthy lifestyles, understanding relationships, discrimination and our responsibilities as citizens. It's important to appreciate that all this content doesn't take place in one hour on a Tuesday for example, it is occurring throughout the day and is very much part of the hidden curriculum.

At Bolton, we do want it to have its place on the timetable and many things are so important that they do need to be taught explicitly. What is good, too, is that you can adapt this content for current cohorts and what they particularly need at any one time. It's important that going forward, curriculum designers and teachers remember to be fluid and flexible, giving students what they need or what's missing or relevant. Cohorts do have their own characteristics, and this should be considered. For this two-year cycle, we are teaching PHSE largely through high-quality texts from the Mary Myatt Teachers' Collection. Teachers can use ideas from the unit plans and tailor the teaching and learning to each unique cohort.

In terms of considering coverage, the PHSE ASSOCIATION programme of study has been used (provided in this document) and is recommended by the DfE. It divides PHSE into three strands: Health and Wellbeing, Relationships and Living in the Wider World. **Health and Wellbeing** is broken down further into Physical Wellbeing; Mental Health; Ourselves - Growing and Changing; Keeping Safe; and Drugs, alcohol and tobacco. **Relationships** is split into Families and Close Positive Relationships; Friendships; Managing hurtful behaviour and Bullying; Respecting Self and Others. **Living in the Wider World** is divided into Shared Responsibilities; Communities; Media Literacy and Digital Resilience; Economic Well-being; and Aspirations, Work and Career.

Large parts of the core themes are covered in Relationship Education which is taught discreetly by a subject specialist. A summary of coverage is provided in this document. Furthermore, our Science Curriculum also covers many key themes e.g. drugs, smoking and vaping, animal reproduction, changes in puberty and changes in humans to old age etc. See full coverage below.

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Food Technology and Physical Education cover key themes from PHSE about healthy diets and lifestyles. Our Computing curriculum continuously revisits the important (and ever-changing) themes around online safety.

What was important for us to focus on, in the timetabled time for PHSE (approximately 18 hours) as the subject alternates with Worldviews and Religion, was those areas that don't get covered in Science, DT, Computing and Relationships. They are the things that can get missed. Some schools don't allocate time for overt PHSE teaching or give it a place on the timetable. The areas that need attention are - Relationships, Hurtful Behaviour, Respecting self and others, Economic well-being and Community and Wider world responsibilities. There needs to be consideration for children that may be going through things at home or in school. Fortunately, we do feel that we know our children well and often in the small school setting we do hear about problems or trauma that families might be experiencing. We also remind on our Newsletters to come in and speak to us, if there are things happening at home that may affect your child.

The mental health survey is carried out termly to pick up any children that may be experiencing difficulties and we do reiterate the trusted adult message, that there is always someone here for them whatever the difficulty.

Our assembly programme goes hand-in-hand with the PHSE plan and is very important for revisiting and reinforcing important themes. We also make a commitment to offering a PHSE or citizenship themed homework task weekly in our three classes. This is an important way of informing parents about the more hidden aspects of the curriculum that we are currently working on and to raise the profile of non-academic themes e.g. share with a parent or carer three things that can make someone a good friend.

Parents/ Carers also get to find out about what their children will be learning in PHSE through the Learning Overviews that are sent out termly.

Early Years: PHSE is a very important subject for our Early Years pupils and is inextricably linked to the aims of the EYFS statutory framework. The children, in Reception, are not taught discreet subjects and we recognise that a large amount of PHSE material is covered throughout the curriculum. Communication and language underpin all areas of learning and development. High-quality conversations and sensitive questioning that invites our Reception children to elaborate are actively promoted. Through a range of appropriate texts that explore a wide range of PHSE themes, children are encouraged to become confident using a rich range of vocabulary and language structures. Through stories and linked activities their personal, social and emotional development is a priority. Living healthy, happy lives will allow them to cognitively develop, along with the importance of building strong and warm supportive relationships with adults and peers. It is our ambition that children, in Reception, can begin to understand their own feelings and the feelings of others.

Introducing the zones of self-regulation and equipping children with strategies to deal with their feelings was introduced Autumn 2024.

PHSE content will help them to understand the world around them and that they are part of a community. They will start to recognise similarities and differences between themselves and others and begin to understand the need for good hygiene, sleep and diet for example. Relationships are an important aspect of PHSE and through well-chosen texts they will begin to think about positive attachments and about care and sensitivity to others. Most of our Early Years children, by October half-term, will be joining in with all our assemblies on a range of PHSE themes and they are encouraged to take part in behaviour and attitude workshops half-termly with other Class 1 children.

Early Years children frequently have health checks in their Reception year: height/ weight, teeth, eye-sight, hearing. They can join the after-school club programme which is usually physical exercise e.g. junior fencing, dancing, archery or cricket skills. We usually have a good uptake.

Year 1 and 2

Children will experience a block of PHSE following a Worldviews Unit. It will last around 6 weeks depending on the topic and how much it is felt that the children are getting out of it. All the topics are built on good texts from Mary Myatt's Teachers' Collection. In Y1 and 2 there are two books per theme or topic and in KS2 it is usually just one. The thinking around this is that older children can usually go deeper into texts and can stay engaged for longer. Younger students will benefit from spending about 3 sessions on a text. Teachers can decide on this as they are working through the learning.

In YA autumn, the children will participate in a unit of study called '**Can I name my feelings and Emotions?**' This will work well with the Zones of Regulation and 'The Colour Monster' that we are launching autumn 2024. The class teacher will have two texts to work from (Mary Myatt Teachers' Collection). 'Blue' by Bretta Teckentrup is a text about two birds named Blue and Yellow and it asks children to explore the birds' behaviours and mental health. It builds on early learning goals around thinking of others' emotions and related behaviours. Activities could include discussing how Yellow supports Blue, placing themselves on the tree relating to their feelings and writing or acting out messages for Blue. As with all of these units, teachers will encourage the children to draw parallels to their own experiences and to ask questions about why people might be sad or depressed and what we can do to help. When ready, the children can move onto the second text 'Don't Worry Little Crab' by Chris Haughton. This text deals with the theme of anxiety and worry. Little Crab discovers that his life in the rock pool is about to change forever when Very Big Crab tells him that there is a whole ocean out there. Children can notice Little Crab's behaviours and body language as he navigates the new world. It links to any new experiences that a child might be facing. It deals with resilience and thinking about others' feelings. Activities could include having a class worry jar, role-playing being Very Big Crab and how he helps Little Crab, showing what worry can look like and how you might start

a conversation with someone about what you are worried about. Once all the worries are in the jar, children could read them out and then give a response in the 'role' or 'character' of Very Big Crab.

We want to create a climate where children understand that looking after your mental health is just as important as physical health. Giving them the tools for talking about feelings calmly and openly is the aim.

Y1/2 A spring term, the children can move onto looking more closely at friendship in **'What makes a good Friend?'** Often some individuals can begin to stand out because they are not thriving socially. It's good to teach some tools around friendship and maintaining friendships as some children do need support and making friends successfully is not a given. 'Not so Friendly Friend' by Christina Furnival deals with unhealthy relationships and when there is a need to set boundaries. Basically, it teaches that friendships should be positive and what to do when they are not. It is a chance to demonstrate that 'putting your foot down' is kinder to the person who is making too big demands as it makes this clear and might mean that they will change and adapt their behaviours. Activities could include role playing setting boundaries in a kind way, describing different kinds of unkind behaviour, creating posters about what good friendship means, making puppet shows with characters that do or don't understand boundaries. The second text is called 'The Invisible' by Tom Percival which is a very powerful text about loneliness and low self-esteem. It also deals with the impact of poverty and should provoke thought about living in other people's shoes. It deals with human differences and how we can choose to treat people. Activities could include working on how we could make a difference to Isabel, poetry about loneliness, thinking about other people or groups that may feel isolated or excluded and where people can get help and support. The children could retell different endings for Isabel's situation. Through poignant texts like these, our children should hopefully get a taste of how challenging some people's lives are, but understand that as a community if we all care enough there is hope.

Y1/2 summer term YA - Children in the summer will explore **'How do our Differences make us Better Together?'** and this will be through two texts: 'Same but Different' by Molly Porter and 'A world for You and A World for me' by Uju Aiska. In the first text the focus is on how different families can be, but how what matters is if they are characterised by love and care. It explores cultural differences but the focus in the unit is what is similar or the same e.g. that they are celebrating a festival and having special food with friends. In other words, it all looks a bit different but essentially it is the same. Sometimes we tend to look for difference before we see commonalities. Children could explore what things they have in common with their classmates and what things or choices might differ from their friends or families e.g. favourite foods or music. Respecting difference is a key theme, and students should be encouraged to see difference as something to celebrate rather than disapprove of. They can discuss why people might be uncomfortable with differences. They could do some artwork that celebrates 'difference.' The second text on this theme is 'A world for You and a World for Me' and this text celebrates human diversity. It begins with a world where everyone is identical, eats the same and speaks the same

language. It finishes with an understanding that our world is incredible and has 195 countries and thousands of different wonderful cultures. This unit will link superbly with geography and is a reminder to us not only to celebrate diversity but to treasure our world. This text can be taken in different directions but some research on languages and cultures could be valuable and some contrasting artwork or posters around 'a boring world or a vibrant world' could be a good theme. It's a chance to explore personal values and what kind of future world they want.

In Year B in Y1/2, the children go back to talking about and expressing emotions with a unit called **'Why do I feel sad Sometimes?'** The two texts are 'Rhinos Don't Cry' by Mark Grist and 'Ruby's Worry' by Tom Percival. It's a chance to understand why we cry and what a normal range of emotions are. It asks us to question if we should be trying not to cry in some situations. Children can explore what crying tells us and others. Activities can include naming emotions, shades of emotions, thinking about times when you have cried and why. As a class, thinking about strategies to help when you are sad or frustrated could be helpful. Also an understanding that we all have different thresholds in relation to expressions of emotions, and what you could do if someone was crying or upset to help them, can be explored. It could be a good opportunity to talk about gender expectations and words like 'crybaby.' The second text is 'Ruby's Worry' and this is a good story for further exploring the range of emotions and their intensity for different people. There's a focus on anxiety. The character Ruby realises that she is not the only one with worries. This can lead well into discussions about fears and worries and what worrying can physically feel like. The unit plan suggests some mindfulness techniques and promotes the belief that all people have worries and anxieties at some point, we just need to know how to deal with them.

In the spring, Y1/2 B will complete a unit called **'How can we be Wonderfully Different?'** The theme is around hurtful and damaging behaviours and dealing with discrimination. The two texts recommended to deliver this content are 'My Skin and Your Skin' by Laura Henry Allain and 'And Tango Makes Three' by Peter Parnell and Justin Richardson. My Skin and Your Skin deals openly about racism and the impact of racist behaviour. Activities could include completing speech bubbles responding to both perpetrators and victims. Completing some role-play as a bystander could be powerful and prompt students to consider the power that they have to make a difference. Recognising bullying and why people bully, standing up to bullies and getting help will be important themes. The respect message can be reinforced. The unit suggests identifying differences and turning them into complements e.g. Your red hair is beautiful. The second text is all about Roy and Silo, two male penguins (based on a true story) who have a special bond and attempt to hatch a rock, The zookeeper gives them an egg and this results in them raising a chick that was named Tango. It's a great unit for exploring different kinds of families and what it means to be a family. Children can explore what families do together and how we show love and care. Tango has two daddies and although they are different to some other penguin families, they have a lot in common and Tango is part of a very loving family. An alternative text could be 'More People to Love Me' by Mo O'Hara which deals with extended families

and comes back to the same message that families come in all shapes and sizes and what characterises them should be love and security.

In the Summer in Y1/2 Year B, the theme is '**How do our Wants and Needs Change as we Grow?**' Through the two texts 'Wishmoley and the Little Piece of the Sky' by Julia Hubery and 'The Longer the wait, the Bigger the Hug' by Eoin McLaughlin, pupils will think about how close personal relationships change over time. In the first text, it explores the characters growing from young to old. There is a focus on three different stages (in their lives) for Wishmoley and baby. Children can explore how their relationship changes over time and how both of their needs and wants change. Children can consider how they might change as they get older and if they will still be the same. It's a great unit for exploring aspirations and what happens to us throughout our lives. 'The Longer the wait, the bigger the Hug' examines how important close personal relationships are. Children can think about how they choose friends and who they have special bonds with. They will need to grapple with how love hurts and having close relationships brings both happiness and sadness. Children can take a ball of string and roll it to another person, saying something kind, and eventually the whole class will be connected with 'Kindness String.' The unit should emphasise that everyone deserves our respect but that some people will be closer to us than others, and how we can maintain and nurture those important bonds.

In Year 3 and 4, (A) autumn term, children will participate in a unit called '**What Makes Me, Me?**' based around the book 'Tad' by Benji Davis. Children will explore their strengths and skills and what is unique about them. Through exploring the feelings of the character, they will discuss self-esteem and how unhelpful making comparisons with others can be. How siblings and parents can influence us can be explored. We tend to focus on what we can't do rather than what we can do. Children are encouraged to think about personal goals and long and short-term aspirations. They will also be encouraged to look at the strengths that they see in their classmates and share them.

In the spring term, they will move onto '**How can I make a difference?**' The key text is 'Here we Are' by Oliver Jeffers. This text has a focus on the community and the contributions people make. It's done rather like a guide to living on planet Earth for a new arrival. The book looks at personal values and asks the readers to think about their planet and what they can contribute. There's a chance to look through a lens at some of the people in the illustrations and think about the author's message. This unit should lead to children wanting to campaign and come up with their own ideas about the planet.

In the Summer, YA, the Y3/4 group will explore '**How can I Manage Conflict?**' The key text is 'One Little Word' by Joseph Coelho will explore how all relationships have their ups and downs. The unit will provide strategies for dealing with arguments and how to minimise conflict and bad-feeling. This study will help children to acknowledge harmful behaviours and understand what a genuine apology is and how difficult sincere apologies can be.

In Y3 /4 in YB, the autumn will start with a unit called **'Why am I feeling Bottled Up?'** and is based around a text called 'Bottled Up' by Tom and Jo Brassington. This story explores feelings of loneliness and isolation and encourages children to think about mental health. This unit reinforces that if we can name and talk about emotions then we can understand them and deal with them better. It introduces children to the idea of our classroom being an emotionally honest space, a place where we can talk about our thoughts and feelings in a safe way without fear or worry. As with all the PHSE topics, there is a premise that we respect each other and value everyone. An activity could be that the children can make their own book of emotions as a mental health resource.

In YB, spring, Y3/4 will in **'What holds people Back and What moves them Forward?'** and the key text is 'Dogs Don't Do Ballet' by Anna Kemp. The dog doesn't behave like other dogs, he likes moonlight and music and dancing. This will take us into being true to yourself, following your own dreams and how stereotypes are unhelpful. A key message will be respect and being courteous to others despite differences. It is also about how we treat others and children can think about when they've felt under pressure to act in a certain way.

Summer, YB, in Y3/4 the children will complete a Twinkl unit called **'Why does Money matter?'** They will cover the basics about Where money comes from, Ways to pay, Borrowing money, Spending decisions, Advertising and Keeping Track. The economic aspect of PHSE is very important and generally children don't seem to know much about this at all. This is developed further in Y5/6, two years later.

In Y5/6 Year A, autumn term, the children will build on the Y3/4 unit 'What makes me, me?' and it is called **'How do I know what I am Worth?'** The text is a beautiful book called 'The Bear and the Piano' by David Litchfield. It is a great unit for exploring close relationships and what makes us unique. It encourages us to appreciate the talents and strengths of others and the importance of family. The children can be guided in giving genuine affirmations and emotional support or encouragement.

In the spring term, Year A, Y5/6 will participate in a unit called **'Why I Choose Respect?'** and study the text 'The Only Way is Badger' by Stella Jones. It builds onto previous work about differences and explores the character of badger. Badger goes through life being very disrespectful and thinks his way is right and he doesn't listen to others well. Children can engage in activities such as creating a 'respect - o - meter' and think about what they see in school and in their community. It leads on to exploring bigger problems around how people treat others - racism, sexism, bullying and any other form of discrimination. The children can think about why people like Badger behave like they do and what we can do to help them.

In the summer, YA, Y5/6 will complete a topic called **'How can I help our Beautiful World.'** This unit is based on Mark Sperring's book 'If I were the World.' The theme is to marvel at our amazing planet and to consider how we can look after it for future generations. This will be a great unit for finding out about local recycling and coming up with our own solutions in

school to help and respect the planet. Children could be inspired to do their own presentations in assembly. The topic builds onto the spring topic in Y3/4 A (How can I make a difference?).

In YB, Y5/6's autumn unit is called '**What Happens when things Go Wrong?**' and focuses on mental health. It links to 'Bottled Up' and the work on naming emotions in Y1/2. There are two texts that can be used, 'The Colour Thief' by Andrew and Polly Peters and 'Child of Galaxies' by Blake Nuto. The first text explores a family's story of depression and gives tools for handling difficult times and recognising poor mental health. Narrated from a child's perspective, a boy is impacted by his father's depression. Children can explore their own feelings and design leaflets to inform people about depression. Children can find out about strategies that can be employed when you are feeling blue or low. They will remember the honest space and know that sharing their feelings is good and a way to move forward. In 'Child of Galaxies' children will have the opportunity to reframe negative thoughts, manage setbacks and moods.

In the spring term, YB the unit is called '**Discrimination is always wrong.**' The text to launch the discussions and the learning is 'The Smeds and the Smoos' by Julia Donaldson. The key themes are disrespect, inclusion and racism. Children will build on their previous learning on respecting difference and consider different types of 'difference.' In this unit children will be expected to be sensitive to others and dig deeper into stereotypes - sex - gender - race - disability - religion - sexual orientation and so on. We can also explore how we might normalise non-consensual behaviours or inadvertently encourage or support prejudice. Grandfather Smed is disrespectful, and pupils can consider if they think he is racist. We can have a look at ourselves once we have analysed the behaviour of the Smeds and Smoos. This unit will help to embed earlier key messages around respect and inclusion and allow us to consider how damaging discriminatory behaviour is.

Summer term YB, our Y5/6 will cover '**Why do we Need to understand Finance?**' The children will complete the upper Key Stage Two unit from Twinkl PlanIt. They will cover Budgeting, Saving, being Critical Consumers, Ethical spending choices and Emotional wellbeing around money e.g. gambling and its impact. This builds onto the work done in the summer term two years earlier and will be informative and useful in developing their understanding of money.

Rather like in Reception, in Y6, children usually have health checks such as height and weight measurements. This is part of The National Child Measurement Programme by the NHS.

Outcomes:

The PHSE scheme of work provides schools with an effective curriculum for wellbeing that impacts on the children. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust, and respect, and know when and how they can seek the support of others. They apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part.

The PHSE scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Our successful PHSE education has a positive impact on the whole child, including their academic development and progress, by helping to mitigate any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that high-quality PHSE education also helps disadvantaged and vulnerable children achieve by raising aspirations and empowering them with skills to overcome barriers they face. The PHSE and Citizenship scheme of work positively impacts on wellbeing, safeguarding and SMSC outcomes. This ensures that all our children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Strengths and Next Steps 2024/2025

Strengths	Next Steps
<p>Quality of Education:</p> <ul style="list-style-type: none"> • Subject is timetabled and is high profile. • Clear evidence of good learning and understanding from teacher assessment. <p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> • This subject is taught by the headteacher in KS2 and the SL in Class 1 (sometimes alternating with a TA). • Behaviour and attitude in this subject is good and children usually respond well to the tasks and challenges. <p>Personal Development</p> <ul style="list-style-type: none"> • Termly mental health survey and followed up with any individuals over 23/24. • Regularly monitored (age-appropriately) that children have good, informed conversations about key issues e.g. peer pressure, friendships, keeping secrets, grooming and so on. (P4C and Class/ School Council and in interviews with children when there are incidents). • In our review meetings, we discuss children that are not thriving personally and create actions. <p>Leadership and Management</p> <ul style="list-style-type: none"> • Regular discussion subject lead (RE) with those that deliver the subject. <p>Any relevant CPD</p>	<p>Quality of Education:</p> <ul style="list-style-type: none"> • Change the 2-year plan so that it is more memorable and more magical. • Check and update the Assembly programme for this year. • Ensure that the quality of PHSE is as high if it is not being delivered by the class-teacher or subject leader. • Teach high-quality PHSE through great texts. • Focus on high-quality discussion and developing good oracy. • Consider different T & L approaches e.g. not using the traditional exercise book / recording learning in different ways. <p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> • Monitor children's perceptions and enjoyment of the subject as it changes. <p>Personal Development</p> <ul style="list-style-type: none"> • Explore ways to measure personal development through the PHSE/RHSE programme <p>Leadership and Management</p> <ul style="list-style-type: none"> • Survey parents about the RHSE programme at Bolton and consider any adaptations/ changes etc.

Bolton Long Term Planning - Personal, Health, Social and Economic Education

Year	Autumn			Spring			Summer		
A	Year 1/2	Year 3/4	Year 5/6	Year 1/2	Year 3/4	Year 5/6	Year 1/2	Year 3/4	Year 5/6
	Can I name my feelings and emotions?	What makes me, me?	How do I know what I am worth?	What makes a good friend?	How can I make a difference?	Why I choose 'Respect'	How do our differences make us better together?	How can I manage conflict?	How can I help our beautiful earth?
B	Year 1/2	Year 3/4	Year 5/6	Year 1/2	Year 3/4	Year 5/6	Year 1/2	Year 3/4	Year 5/6
	Why do I feel sad sometimes?	What makes me feel bottled Up?	What happens when things go wrong?	How can we be wonderfully different?	What holds people back and what moves them forward?	Discrimination is always wrong	How do our wants and needs change as we grow?	Why Does Money Matter?	Why do we need to understand Finance?



KEY STAGE 1-2

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

CORE THEME 1: HEALTH AND WELLBEING

KS1 Learning opportunities in Health and Wellbeing

Pupils learn...

KS2 Learning opportunities in Health and Wellbeing

Pupils learn...

Healthy lifestyles (physical wellbeing)

H1. about what keeping healthy means; different ways to keep healthy

H2. about foods that support good health and the risks of eating too much sugar

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H4. about why sleep is important and different ways to rest and relax

H5. simple hygiene routines that can stop germs from spreading

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

H8. how to keep safe in the sun and protect skin from sun damage

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

H10. about the people who help us to stay physically healthy

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

	<p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
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Mental health

<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>
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H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves, growing and changing

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when finding things difficult

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

	<p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>
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Keeping safe

<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p>
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H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³

Drugs, alcohol and tobacco

H37. about things that people can put into their body or on their skin; how these can affect how people feel

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships

Pupils learn...

Families and close positive relationships

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. to identify the people who love and care for them and what they do to help them feel cared for

R3. about different types of families including those that may be different to their own

R4. to identify common features of family life

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

KS2 Learning opportunities in Relationships

Pupils learn...

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

safe relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World

Pupils learn...

KS2 Learning opportunities in Living in the Wider World

Pupils learn...

Shared responsibilities

L1. about what rules are, why they are needed, and why different rules are needed for different situations

L2. how people and other living things have different needs; about the responsibilities of caring for them

L3. about things they can do to help look after their environment

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

L4. about the different groups they belong to

L5. about the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy & digital resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

L24. to identify the ways that money can impact on people's feelings and emotions

Economic wellbeing: Aspirations, work and career

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)



Year one of 2 year cycle

Summary of RHSE lesson content for Class 1

There will be plenty of opportunities to ask questions during and after each session

Session 1: Are we all the same? Similarities and differences

- To understand the similarities and differences between people
- To learn to respect, understand and enjoy differences in people
- To think about how someone might feel if they are different from others around them
- To try and empathise and be sensitive to other people's feelings

Session 2: Growing and Changing, Friendship and Special People

- To explore how they change as they grow up
- To understand the changes that take place physically and socially as they grow up
- To learn about friendship and how to be a good friend
- To describe what a friend is and what a friend does
- To demonstrate some of the skills needed to maintain friendships

Session 3: What does Family mean to us & Understanding Feelings

- To learn about families and how family members care for each other
- To describe a variety of family situations and know that family patterns are different for everybody
- To be able to describe different ways that families show they care for each other
- To learn how emotions affect us
- To be able to describe a feeling and how it affects them inside and out

Session 4: Keeping Safe, People who can help

- To learn about being scared and keeping safe

- To be able to describe how to keep safe and what to do if they feel scared
- To identify people who can help them
- To know when and how to ask for help
- To be able to identify people that they can ask for help
- To describe situations when they would need help

Summary of RHSE lesson content for Class 2

There will be plenty of opportunities to ask questions during and after each session

Session 1: Who is in my family? Special and different families

- To learn about the way they grow and change throughout the human life cycle
- To understand that change is ongoing
- To be able to describe different types of family
- To learn the ways in which their home life is special
- To know that families care for each other in a variety of ways

Session 2: No more bullying please, What is it like having a new baby?

- To learn that there are different types of 'teasing' and that bullying is wrong
- To know what to do in a bullying situation
- To learn about having a baby in the family
- To understand the changes a new baby brings
- To know something about caring for a new baby
- To know some qualities and skills parents need

Session 3: Feeling good about being different, Stories about Gender

- To recognise their own worth as individuals and to challenge stereotyping
- To identify positive things about themselves and others
- To understand that boys and girls can do the same tasks and enjoy the same things but that sometimes media, stories and people sometimes present different stereotypes
- To recognise and challenge stereotyping with confidence

- To understand the pitfalls of stereotyping

Summary of RHSE lesson content for Class 3

There will be plenty of opportunities to ask questions during and after each session

Session 1: Puberty - How our bodies change, Understanding Menstruation and Wet Dreams

- To learn about the physical changes at puberty
- To be able to define puberty: the changes that occur sometime between 8-17 that turn us from children into young adult
- To understand that everyone's experience of puberty is different and that it begins and ends at different times
- To be able to describe menstruation and wet dreams and the relationship between the sex cells (sperm and ovum)
- To know and explain effective methods for managing menstruation and wet dreams

Session 2: Changing feelings and Changing lives, Building good Relationships

- To know how puberty affects emotions and behaviour
- To learn about strategies for dealing with the changes associated with puberty
- To understand how changes during puberty can affect relationships with other people and devise some strategies for managing some of these changes
- To learn what values are important to them in relationships
- To appreciate the importance of friendship in intimate relationships
- To be able to describe that there are different types of intimate relationships including marriage
- To understand that sex or making love may be one part of an intimate relationship between adults

Session 3: Feeling, thinking and doing- Changing relationships, Sexual relationships

- To learn some strategies to deal with feelings in the context of relationships
- To show awareness that feelings change during puberty and can affect our relationships
- To practice strategies for managing some of these relationships and changes
- To empathise with other people's feelings in relationships, including parent and carers
- To learn about human reproduction in the context of the human life cycle

- To understand that sexuality is expressed in a variety of ways between consenting adults
- To know that sexual intercourse may be one part of a sexual relationship
- To be able to describe how babies are made and explain how sexual intercourse is related to conception
- To be able to name the male and female sex cells and reproductive organs



Year 2 of the two-year cycle

Summary of RHE (Relationships and Health Education) lesson content for Class 1 Y1/2

There will be plenty of opportunities to ask questions during and after each session

Session 1: Girls and boys can & What's male and female

- To understand and respect the differences between people
- To understand that girls and boys can both do the same tasks and enjoy the same things, but this is not always shown in the media
- To learn the biological differences between males and females animals
- To understand the creation of new life requires a male and a female
- Learn that female mammals give birth and nurse their young

Session 2: Labelling male and female bodies & Human life cycles

- Learn to identify and name the main male and female sex parts
- To understand that male and female sex parts are related to sexual reproduction
- To learn about growing from young to old and that they are growing and changing
- To identify key stages in the human life cycle
- To understand that all living things including humans start life as babies and that they have changed since they were babies

Session 3: Everybody needs caring for & Review so far

- To know that everyone needs to be cared for and how to care for others
- To understand that we all have different needs and require different types of care
- To understand the link between needs, caring and changes throughout the life cycle
- Time to revisit any of these topics- particularly labelling body part

Summary of RHE lesson content for Class 2

There will be plenty of opportunities to ask questions during and after each session

Session 1 : Growing and Changing & Public/Private body parts

- To learn about the way we grow and change throughout the human life cycle
- Understand that change is ongoing and individual
- To learn the public and private parts of the body and to be able to name these parts
- To know what type touching is OK and what is not
- To create a list of people for their own safety network
- To understand that it is their body and what they say goes

Session 2: Changing body parts & Growing up

- To learn the physical changes associated with puberty
- To know that each experience of puberty is individual, beginning and ending at different times
- Understand that changes at puberty are linked to human reproduction
- To know that they change as they grow
- To identify what they have achieved since starting school and plan what they would like to achieve in the future

Session 3: Changing the way we keep Clean & How did I get here?

- Learn about the impact of puberty on physical hygiene and strategies for managing this
- To describe how to care for their bodies during puberty
- Recognise the similarities between the wants of boys and girls and challenge gender stereotypes around hygiene and grooming
- To learn about human reproduction
- To describe how babies are born
- Think about what foetuses can do in the womb

Summary of RHSE lesson content for Class 3 Y5/6

Session 1: What's all this about Puberty? Becoming Men and Women

- To identify the physical, emotional and behavioural changes that occur during puberty for both males and females
- To understand that puberty is individual and can occur any time between 8-17

- To understand that body changes at puberty are a preparation for sexual maturity
- Consider different attitudes and values about gender stereotyping and sexuality and consider their origin and impact
- Understand how these attitudes can be affected by factors such as age, religion and culture
- Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

Session 2: Internet Safety & Sexual Relationships (recap last year)

- Learn how to stay safe online and how social media can be used in a positive way
- Plan their own social media profile showing they have understood how to stay safe online
- Understand that sexuality is expressed in a variety of ways between consenting adults
- Know that sexual intercourse may be one part of a sexual relationship
- To describe how babies are made, including the relationship between sexual intercourse and conception
- To name the male and female sex cells and reproductive organs

Session 3: Conception and pregnancy & Becoming a Parent

- Know the male and female body parts associated with conception and pregnancy
- To define conception and understand the importance of implantation in the womb
- Know what pregnancy is, where it occurs and how long it takes
- Identify some of the skills and qualities needed to be a parent and carer
- Understand the variety of ways in which parents and carers meet the needs of babies and children
- To recognise that both men and woman can take on these roles and responsibilities



Real Love Rocks - Class 3 only - (Summer term biannually)

Session Coverage:

1 **Feelings, brains, bodies, OK/ Not OK** - This first section is the foundation of learning about ourselves and others and helps us understand the importance of healthy relationships and teaches us the skills to navigate 'things' such as power and control, what's OK and Not OK and building resilience and developing empathy and kindness to ourselves and others.

2. **Healthy Relationships (including LGBTQ+)** - This section explores the different types of relationships that exist, including boyfriends/girlfriends, friendships, the importance of positive relationships and valuing the unique worth of everyone regardless of any differences, it also explores bullying behaviours. It gives children space to think about their friendships and future relationships and how to make these equal. The aim is to dispel stereotypes about gender and sexual identity. The session covers what LGBTQ + stands for and homophobic bullying.

3. **Grooming** - This section explains to children what Grooming is, the things that people may do to try to get to know children in real-life and online to trick children into doing things that may cause them harm.

4. **Being Safe Online** - This section follows on from 'Being Safe' but focuses on more detail about how children can be supported by the safe and trusted adults around them to navigate their online world and explores how things we see or do online can have positive and negative impacts on our mental health and wellbeing.

