



As a part of your child's education at Bradley Green, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. Relationships and sex education (RSE) is taught within our PSHE curriculum. PSHE/RSE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. Pupils will have opportunities to privately ask questions and discuss any worries.

Please visit the school's website: <https://bradleygreen.org.uk/curriculum/our-curriculum/pshe> for more details about our PSHE curriculum. All PSHE teaching will take place in a safe learning environment and is underpinned by our school values.

As a school community, we are committed to working in partnership with parents. Parents have the right to withdraw their child from any aspect of Sex Education, other than those that are part of the science curriculum. Each term your child's teacher will inform you of the PHSE/RSE coverage. If you would like to find out more or discuss any questions, please contact us.

Lessons in **Year One** will include pupils learning about:

Families and friendships	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family
Safe relationships	<ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
Respecting ourselves and others	<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns

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Belonging to a community	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling
Media literacy and Digital resilience	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
Money and Work	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do
Physical health and Mental wellbeing	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • How to keep safe in the sun
Growing and changing	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave
Keeping safe	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared

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