



Relationships Education, Relationships Sex Education (RSE) and Health Education Policy (for teaching until 31 August 2026) - Primary

Reviewed on	2025/26, Term 3	Review frequency	Annual
Next review due	2026/27, Term 3	Template Yes / No	Yes
Owner	Dir of Ed, Primary	Approved by	Board of Trustees



History of Policy Changes

Date	Page	Change	Origin of Change
Sep 25	All	References to Governing Body changed to Local Governing Committee	Annual Review
	All	References to Headteacher changed to School Leader	
		This policy has been redrafted in line with DfE Guidance and should be reviewed in its entirety, before approval.	

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Sam's Entitlement

1. Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

2. Scope

This policy is for all employees working within a HET school or establishment (which for ease of reference are referred to throughout this document as 'schools') or the HET Managed Service (MS) Team.

It does not apply to agency workers, consultants, self-employed contractors, volunteers or work experience students.

3. Definitions

- HR' in this policy, means Hamwic Education Trust HR.
- 'Local Governing Committee' in this policy, where reference is made to the Governing Committee, this means the Local Governing Committee of the school, or the Trust in the case of a school where no Local Governing Committee is present. Where a Governing Committee is not present in a school, or numbers are low, Governors from other schools/partnerships may be used.
- 'Manager' in this policy, is anyone as identified in the staffing structure with line management responsibilities.

4. Introduction and Statutory Guidance

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance July 2025.

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

In addition to the Statutory Guidance

- As a primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- HET chooses to follow 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](#).

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2025 (see appendix 1), under the broad headings of

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

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.



5. Equality

Lytchett Matravers Primary School is required to comply with relevant requirements of the Equality Act 2010.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects

Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

6. Pupils with Special Educational Needs and Disabilities

Lytchett Matravers Primary School must ensure that Relationships Education, RSE and Health Education is accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Lytchett Matravers Primary School will be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Lytchett Matravers Primary School will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

7. Lesbian, Gay, Bisexual and transgender (LGBT)

In teaching Relationships Education and RSE, Lytchett Matravers Primary School should ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. Lytchett Matravers Primary School must ensure that it complies with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools:



Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Lytchett Matravers Primary School will ensure that all their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Statutory guidance says that schools are free to determine how they do this, and it is expected all pupils will have been taught LGBT content at a timely point as part of this area of the curriculum.

8. Use of Materials

There are a lot of excellent resources available, free-of-charge, which schools can draw on when delivering these subjects. Lytchett Matravers Primary School will assess each resource that we propose to use to ensure that it is appropriate for the age and maturity of pupils, and sensitive to their needs.

When consulting with parents, the school will provide examples of the resources it plans to use as this can be reassuring for parents and enables them to continue the conversations started in class at home.

Parents may like to see the suggested resource list, found in Annex B of the 2025 statutory guidance document.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

9. Governors

As well as fulfilling their legal obligations Lytchett Matravers Primary School's Local Governing Committee (LGC) will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation; teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that
- the school can fulfil its legal obligations.

Foundation Governors and Foundation Trustees will also have wider responsibilities in relation to maintaining and developing the religious ethos of their schools.

10. Working with Parents/Carers and the Wider Community

Lytchett Matravers Primary School will work closely with parents when planning and delivering these subjects. We will ensure that parents know what will be taught and when, and clearly communicate



the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. We will ensure that there is good communication and opportunities for parents to understand and ask questions about the school's approach help secure their confidence in the curriculum.

11. Right to be Excused from Sex Education (Commonly Referred to as the Right to Withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the School Leader will discuss the request with parents and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. School Leaders will document this process to ensure a record is kept.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the School Leader may want to take a pupil's specific needs arising from their SEND into account when making this decision.

School Leaders will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

12. Working with External Agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Lytchett Matravers Primary School will ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. The school will ask to see the materials visitors will use as well as a lesson plan in advance to ensure it meets the full range of pupils' needs (e.g. special educational needs). School will agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

13. Flexibility

Lytchett Matravers Primary School will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community. Schools must also comply with the relevant provisions of the



Equality Act as noted earlier. Where appropriate this may also require a differentiated curriculum. Schools have specific duties to increase the extent to which disabled pupils can participate in the curriculum.

Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils (for example in teaching about gangs or high local prevalence of specific sexually transmitted infections).

14. Safeguarding, Reports of Abuse and Confidentiality

Lytchett Matravers Primary School will ensure the focus remains on keeping children safe, and play discharge our role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Lytchett Matravers Primary School will involve the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any local issues which it may be appropriate to address in lessons.

When external agencies are invited in to support delivery of these subjects, there will be agreement in advance of the session how a safeguarding report should be dealt with by the external visitor. We believe it is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

15. Delivering the Relationship and Health Education Curriculum at Lytchett Matravers Primary School

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).

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum.

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 adapted appropriately.

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

16. Assessment

Lytchett Matravers Primary School will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support, adaptation or intervention.

17. Monitoring of RHE

The delivery of RHE is monitored by Senior Leaders to ensure provision can be further strengthened. The RHE leader carries out monitoring 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.

18. Appendix 1 - Statutory Primary RSE Content September 2025 – August 2026

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity,



trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary school:

<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.

	<ul style="list-style-type: none"> • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<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.
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.

	<ul style="list-style-type: none"> • 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.
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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 (or year 5 pupils if you keep this in line with the NC y5 objective) 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. Therefore, 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, and to maintain some anonymity, questions will be answered in front of all pupils via a mechanism such as a question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

School Leaders will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Physical Health and Mental wellbeing

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>



By the end of primary school:

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
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
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
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

The policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) <http://educateagainsthate.com/download/36/>



- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Equality Act 2010 and schools <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- SEND code of practice: 0 to 25 years (statutory guidance) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Alternative Provision (statutory guidance) <https://www.gov.uk/government/publications/alternative-provision>
- Mental Health and Behaviour in Schools (advice for schools) <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Sexual violence and sexual harassment between children in schools (advice for schools) <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) <https://www.equalityhumanrights.com/en/advice-and-guidance/>
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
- National Citizen Service guidance for schools <https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges>

19. Appendix 2 – RHE Curriculum Overview

Our long term curriculum overview can be found on subsequent pages, 18-29.

20. Review

This policy will be reviewed annually by the Policy Owner.





PSHE CURRICULUM – ‘Being my best’ – Summer 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Themes						
Keeping by body healthy – food, exercise, sleep Growth Mindset	Growth Mindset Healthy eating Hygiene and health Cooperation	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Having choices and making decisions about my health Taking care of my environment My skills and interests	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Aspirations and goal setting Managing risk Looking after my mental health
Key Knowledge						
<p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>Recognise how a healthy variety of food can make us feel great.</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely.</p> <p>Identify ways of being resilient.</p> <p>Identify strategies to resolve conflict.</p> <p>Give and receive praise.</p>	<p>Explain the stages of the learning line showing an understanding of the learning process</p> <p>Understand how setting a goal can help develop skills.</p> <p>Understand the importance of good hand and dental hygiene.</p> <p>Recognise what the body needs to have energy and stay well.</p> <p>Identify parts of the body that process food and create energy.</p>	<p>Recognise how different food groups work in our body.</p> <p>Explain how some infectious illnesses are spread from one person to another.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.</p> <p>Identify my achievements and skills to work on.</p> <p>Explain how skills are developed.</p>	<p>Identify how they and their friends are unique.</p> <p>Recognise that we all make different choices because we are unique.</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</p> <p>Describe ways people can look after their physical and mental wellbeing.</p> <p>Understand the ways in which they can contribute to the care of the environment.</p>	<p>Describe the four main internal systems of the human body and how to keep them healthy.</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>Identify the skills and qualities that make us successful and achieve our best.</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p> <p>Consider the different responsibilities that they and others have for their health and wellbeing.</p>	<p>Consider how healthy wellbeing and mental health can contribute to a person's aspirations and success.</p> <p>Define aspirations and goals.</p> <p>Recognise that we will meet challenges on the way to achieving our goals.</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>Understand risks related to growing up and explain the need to be aware of these.</p>
Skills						
<p>I can keep trying if the way I choose doesn't work.</p> <p>I can talk about the different types of feelings we have.</p> <p>I can have a go at something new.</p>	<p>I can choose a healthy meal with different food groups.</p> <p>I can be persistent when learning a new skill.</p>	<p>I can explain what happens when I learn something new.</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>	<p>I can choose foods that make a balanced meal.</p> <p>I can explain how washing hands can prevent infections spreading.</p>	<p>I can say how being unique makes everyone special, different and valuable.</p> <p>I can give examples of choices I make and the choices others make for me.</p>	<p>I can explain how one organ functions and how it contributes to the health of my body.</p> <p>I can explain how choices relating to smoking and</p>	<p>I can explain, giving examples, how I can manage my wellbeing.</p> <p>I can set goals so that I can achieve an aspiration.</p>



<p>I can make my own healthy food choices.</p> <p>I can make healthy sleep and exercise choices.</p>	<p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can help my friends when they fall out.</p> <p>I can explain why praise helps me to keep trying.</p>	<p>I can explain how hand hygiene stops virus' and germs from spreading.</p> <p>I can give examples of what I can do and give to my body to stay healthy.</p> <p>I can name different parts of my body that are inside me and help to turn food into energy.</p>	<p>I can describe how food, water and air get into the body and blood.</p> <p>I can celebrate my achievements.</p> <p>I can set goals and make a plan to develop a new skill.</p>	<p>I can plan a healthy, balanced meal.</p> <p>I can give examples of the ways people can look after their physical and mental wellbeing.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>drinking can effect a person's health.</p> <p>I can think of ways to improve a skill and the strategies that will help me do this.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>I can give examples of how I am independent and manage my own success.</p>	<p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can identify risk factors in a given situation.</p> <p>I can assess the level of risk and explain how a risk can be reduced.</p>
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Our Pupil Promise... key opportunities and experiences for all of our pupils

- ✓ 'Healthy Me' week (biannually)
- ✓ Celebrating successes of our pupils (sports and other)

Safeguarding





PSHE CURRICULUM – ‘Growing and Changing’ – Summer 2

Key Themes	Key Knowledge	Skills
<p>Cycles Life stages Girls and boys – similarities and difference</p>	<p>Getting help Becoming independent My body parts Taking care of self and others</p>	<p>Life cycles Dealing with loss Being supportive Growing and changing Privacy</p>
<p>Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets</p>	<p>Body changes during puberty Managing difficult feelings Relationships including marriage</p>	<p>Managing difficult feelings Managing change How my feelings help keeping safe Getting help</p>
<p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct scientific vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>	<p>Identify what babies need to stay happy and healthy.</p> <p>Identify the changes they have made since they were a baby.</p> <p>Know the difference between a surprise and a secret.</p> <p>Name who they can talk to about secrets.</p> <p>Identify some internal organs and systems and those body parts which are private.</p> <p>Name the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</p>	<p>Know how to give positive feedback to someone.</p> <p>Recognise the range of feelings associated with loss and to discuss things people can do to feel better.</p> <p>Identify the different stages of growth and what people are able to do at these different stages.</p> <p>Identify the human private parts/genitalia and understand that they are used to make a baby.</p> <p>Explain who can see someone's private part, what consent means and how to protect privacy.</p>
<p>Identify types of emotional responses and some strategies for coping with change.</p> <p>Identify the physical and emotional challenges faced during puberty and the strategies or support available for this.</p> <p>Understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.</p> <p>Identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.</p> <p>Identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.</p>		



<p>I can describe the life cycle of an animal.</p> <p>I can describe how a baby grows to an adult and what they might need.</p> <p>I can tell you some things about how babies are made.</p> <p>I can tell you the scientific names for my body parts.</p> <p>I can tell you the PANTS rule.</p>	<p>can tell you some things that babies need I.</p> <p>I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</p> <p>I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p> <p>I can name the body parts girls and boys have that are the same and which body parts are different.</p> <p>I can name the adults I can talk to at home and school if I need help.</p>	<p>I can give support to a friend.</p> <p>I can describe feelings of loss and suggest what someone can do if a friend moves away.</p> <p>I can describe the stages of growth I have been through and what I look forward to in my future.</p> <p>I can name the human private parts that are used to make a baby.</p> <p>I can talk about keeping private parts private.</p>	<p>I can explain what body space is and how it feels when someone is too close to me.</p> <p>I can tell you some of the different relationships I have.</p> <p>I can tell you what qualities a healthy positive relationship has.</p> <p>I can describe how a girls and boys body will change when it reaches puberty.</p> <p>I can tell you what happens to a woman's body when the sperm does not meet the egg.</p>	<p>I can describe how change can make a person feel (both negative and positive).</p> <p>I can explain why young people can have mixed up feelings when they go through puberty.</p> <p>I can explain why puberty happens.</p> <p>I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</p> <p>I can explain why some people choose to get married, have a civil ceremony or live together.</p>	<p>I can begin to manage challenging emotions by building my resilience.</p> <p>I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.</p> <p>I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</p> <p>I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.</p> <p>I can give examples of feelings and emotions people have at times of change.</p>	<p>I can name some of the feelings and emotions people have during change.</p> <p>I can give examples of how someone could cope with or get support during puberty.</p> <p>I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</p> <p>I can explain how to stay safe when sharing images and information online.</p> <p>I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.</p>
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Our Pupil Promise... key opportunities and experiences for all of our pupils



Safeguarding

- PANTS rules
- Ensuring children understand changes that will happen to them as they grow



PSHE CURRICULUM – ‘Keeping Safe’- Spring 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Themes						
<p>Keeping my body safe Safe secrets and touches People who help to keep us safe</p>	<p>How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep</p>	<p>Safe and unsafe secrets Appropriate touch Medicine safety</p>	<p>Managing risk Decision-making skills Drugs and their risks Staying safe online</p>	<p>Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety</p>	<p>Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills</p>	<p>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p>
Key Knowledge						
<p>Explain (in simple terms) how to keep their bodies healthy and safe.</p> <p>Know and discuss ways to stay safe around medicines or unknown products. Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Identify and name adults in their lives and those in their community who keep them safe.</p> <p>Learn the SMART/PANTS rules</p>	<p>Know that our bodies need healthy foods, exercise, oxygen and sleep for energy.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe.</p> <p>To learn the PANTS rule and which parts of my body are private.</p> <p>Explain in simple terms difference between appropriate and inappropriate touching. Revise the SMARRT/PANTS rules.</p> <p>Know they have the right to say ‘no’ to unwanted touching.</p> <p>Understand that medicines can sometimes make people feel better when they’re ill.</p> <p>Talk about safety and responsibility around medicines.</p>	<p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Identify situations in which they would feel safe or unsafe.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.</p> <p>Identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.</p> <p>Identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.</p>	<p>Identify risk factors in given situations.</p> <p>Define the words danger and risk and explain the difference between the two.</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Recognise potential risks associated with browsing online.</p> <p>Recognise and describe appropriate behaviour online as well as offline.</p> <p>Know the difference between appropriate and inappropriate touch.</p> <p>Know who their trusted adults are.</p>	<p>Define the words danger and risk and explain the difference between the two.</p> <p>Describe the different types of things that may influence a person to take a risk.</p> <p>Know and understand and explain the risks that cigarettes and alcohol can have on a person's body.</p> <p>Understand that influences can be both positive and negative.</p> <p>Know and explain strategies for safe online sharing.</p> <p>Understand and explain the implications of sharing images online without consent.</p>	<p>Reflect on risk and the different factors and outcomes that might influence a decision.</p> <p>Understand the consequences of not keeping personal information private and the risks of social media.</p> <p>Explore categorisation of drugs, the risks associated with medicines.</p> <p>Learn some key facts and information about drugs and medicines.</p> <p>Know and recognise the features of face to face and online bullying and the strategies that deal with it.</p>	<p>Explore and identify the risks and legality of communicating and sharing online.</p> <p>Describe and explain how easily images can be spread online.</p> <p>Explain some of the laws, categories and uses of drugs (both medical and non-medical).</p> <p>Understand the definition of an emotional need and how they can be met.</p> <p>Understand the terms 'conflicting emotions', responsibility and independence.</p>



Skills						
<p>I can tell you what my body needs to stay healthy and safe.</p> <p>I can make safe decisions around medicines and things I don't know.</p> <p>I can name some things that can be dangerous inside and outside.</p> <p>I can tell you what is safe to play online and who to talk to if I feel worried.</p> <p>I can name the adults who keep me safe and when I might need their help.</p>	<p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods).</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe.</p> <p>I can recognise emotions and physical feelings associated with feeling unsafe</p> <p>I can say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>I can say when medicines can be helpful or might be harmful.</p> <p>I can tell you how to stay safe around medicine.</p>	<p>I can keep myself safe around medicines.</p> <p>I can explain that they can be helpful or harmful, and say how they can be used safely.</p> <p>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</p> <p>I can say what I do and don't like and who to ask for help.</p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can give examples of touches that are ok or not ok (even if they haven't happened to me).</p> <p>I can identify a safe person to tell if I felt 'not OK' about something.</p>	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can demonstrate strategies for dealing with a risky situation.</p> <p>I can identify some key risks from and effects of cigarettes and alcohol.</p> <p>I can give examples of strategies for safe browsing online.</p> <p>I can identify personal information and when it is not appropriate or safe to share this.</p> <p>I can get help when an unsafe situation online occurs</p>	<p>I can demonstrate strategies for dealing with a risky situation.</p> <p>I can give examples of people or things that might influence me to take risks and make decisions.</p> <p>I can give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can explain what might happen if people take unsafe or inappropriate risks.</p> <p>I can identify images that are safe or unsafe to share online.</p>	<p>I can suggest what someone should do when faced with a risky situation.</p> <p>I can identify the risks in a specific situation (including emotional risks).</p> <p>I can protect my personal information online.</p> <p>I can recognise disrespectful behaviour online.</p> <p>I can discuss social norms relating to cigarettes and what may influence a person's decision to smoke or not.</p> <p>I can support someone who is being bullied.</p>	<p>I can use safe, respectful and responsible behaviours and strategies when using social media.</p> <p>I can give examples of how to safely share images online.</p> <p>I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p> <p>I can begin to make decisions independently and responsibly.</p>

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

Safeguarding

- Police visit assembly and workshops on Road Safety
- E- Safety assembly – keeping ourselves safe online
- Assembly on PANTS and appropriate touch



PSHE CURRICULUM – ‘Me and My Relationships’- Autumn 1						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Themes						
<p>What makes me special</p> <p>People close to me</p> <p>Getting help</p>	<p>Feelings</p> <p>Getting help</p> <p>Classroom rules</p> <p>Special people</p> <p>Being a good friend</p>	<p>Bullying and teasing</p> <p>Our school rules about bullying</p> <p>Being a good friend</p> <p>Feelings/self-regulation</p>	<p>Rules and their purpose</p> <p>Cooperation</p> <p>Friendship (including respectful relationships)</p> <p>Coping with loss</p>	<p>Healthy relationships</p> <p>Listening to feelings</p> <p>Bullying</p> <p>Assertive skills</p>	<p>Feelings</p> <p>Friendship skills, including compromise</p> <p>Assertive skills</p> <p>Cooperation</p> <p>Recognising emotional needs</p>	<p>Assertiveness</p> <p>Cooperation</p> <p>Safe/unsafe touches</p> <p>Positive relationships</p>
Skills						
<p>I can recognise and be sensitive to the differences of others.</p> <p>I can name people who help me and describe ways to help others.</p> <p>I can talk about feelings and what can cause them.</p> <p>I can tell you which trusted adults I can ask for help.</p> <p>I can help a friend if they are sad or worried.</p>	<p>I can name different feelings and how they might make me behave.</p> <p>I can suggest ways of dealing with 'not so good' feelings and how to help others.</p> <p>I can recognise when I need help and who to ask.</p> <p>I can listen to others and wait my turn to speak.</p> <p>I can tell you which trusted adults at home and school keep me safe.</p>	<p>I understand we have different ways to express our feelings.</p> <p>I can express my feelings in a safe, controlled way.</p> <p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>I can tell someone how they are making me feel.</p> <p>I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p>	<p>I can communicate my feelings and use this to try to manage my emotions.</p> <p>I can collaborate with a team to achieve a goal.</p> <p>I can accept I may not always agree with others.</p> <p>I can listen and share my opinions respectfully.</p> <p>I can say why friends may fall out and how they can make up.</p> <p>I know how to look after my friends and stay friends.</p>	<p>I can talk about how feelings change and be different for others.</p> <p>I can read different emotions by a person's body language.</p> <p>I can say 'no' in a calm and controlled way.</p> <p>I can name some qualities or strategies that help team work. I am aware of others and their needs when working together.</p> <p>I can say what to do if I am, or a friend is, hurt or bullied by another person.</p> <p>I can recognise the qualities of a healthy relationship.</p>	<p>I can be assertive to keep myself happy, healthy and safe.</p> <p>I can use strategies to resolve arguments or disagreements.</p> <p>I can reflect on my behaviour, attitudes and qualities.</p> <p>I am aware of the warning signs that a relationship could be unhealthy or unsafe.</p> <p>I can manage my emotional needs and any risks to them.</p> <p>I can respond to emotions according to the situation and person.</p>	<p>I can work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>I can give examples of negotiation and compromise. I can use these skills in practical situations.</p> <p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p> <p>I can use assertive behaviours to keep myself safe from peer influence or pressure.</p> <p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>
Key Knowledge						



<p>Understand that we are all different.</p> <p>Name special people in their lives.</p> <p>Know that there are different feelings, begin to name them and describe different feelings.</p> <p>Identify who can help if they are sad, worried or scared.</p> <p>Identify ways to help others or themselves if they are sad or worried.</p>	<p>Describe different feelings and how they can make our bodies feel and change how we behave.</p> <p>Know some strategies of dealing with 'not so good' feelings.</p> <p>Understand how our actions can hurt the feelings of others.</p> <p>Identify the special qualities in family and friends.</p> <p>Know which special people keep us safe and how.</p>	<p>Recognise that people have different ways of expressing their feelings.</p> <p>Identify different ways to respond to the feelings of others.</p> <p>Understand the differences between bullying, unkind behaviour or teasing.</p> <p>Learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.</p> <p>Identify a healthy friendship and its qualities.</p>	<p>Learn that feelings and emotions help a person cope with difficult times.</p> <p>Define what cooperation and collaboration are.</p> <p>Understand skills required to collaborate in a team, knowing when to contribute and when to step back.</p> <p>Recognise which strategies are appropriate for particular situations.</p> <p>Identify why friends may fall out and how to resolve issues.</p>	<p>Know that feelings can vary by intensity, person and change over time.</p> <p>Understand the qualities of a 'positive, healthy relationship'.</p> <p>Know when it's appropriate to say no and how.</p> <p>Know successful qualities of team work and the strategies and skills needed for collaborative work.</p> <p>Recognise bullying or pressured behaviour and describe strategies to respond to being bullied.</p>	<p>Explain what collaboration means and describe attributes needed to work collaboratively.</p> <p>Learn characteristics and skills in assertiveness.</p> <p>Learn ways to resolve conflict in an assertive, calm and fair manner.</p> <p>Identify what things make a relationship unhealthy and who to talk to if they needed help.</p> <p>Recognise emotional needs according to circumstance and any risk factors that could affect them.</p>	<p>Recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.</p> <p>Know strategies in compromise and negotiation within a collaborative task or activity.</p> <p>Know the types of touch that are safe, legal and that I am comfortable with.</p> <p>Name assertive behaviours and recognise peer influence or pressured behaviour.</p> <p>Understand the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.</p>
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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

Safeguarding – School safety

- Trusted Five – who to go to if feeling worried, unsafe, hurt
- Where to go if feel worried, unsafe, hurt



PSHE CURRICULUM – ‘Rights and Respect’- Spring 2

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Themes						
Looking after things: friends, environment, money	Taking care of things: Myself My money My environment	Cooperation Self-regulation Online safety Looking after money – saving and spending	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy
Key Knowledge						
Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.	Identify ways of taking care of their health. Explain how others take care of their environment. Know how to take care of something or someone else. Talk about the importance of looking after money. Learn what to do when someone is injured.	Identify strategies in cooperation. Understand strategies in self-regulation. Name ways to stay safe when using the internet. Recognise that they have a responsibility to help care for their immediate and broader environment. Learn about saving and spending money.	Identify and talk about people who help them in school and the community. Define and learn differences between 'fact' and 'opinion' Discuss, plan and evaluate ways of helping the environment. Learn about saving, spending and essential purchases. Consider how money is earned and the different factors effecting this.	Learn about human rights and responsibilities and how they can impact their community. Recognise that they have a part in caring for and supporting their community. Recognise influences, facts and opinions and doing so in a critical manner. Identify the impact of bystander behaviour and how they can make a difference to a situation. Define terms related to finance and explain how society is supported by the income of others.	Identify, write and discuss issues currently in the media concerning health and wellbeing. Define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. Identify the responsibilities to my home, community and environment I might have in the future. Consider what advice to give relating to saving and borrowing money. Define financial terms and explain how others have financial responsibility for the community.	Analyse and reflect on bias in the media. Identify and explain methods of saving and considerations for spending money. Discuss voluntary and pressure groups and their role in making changes to our communities and environments. Suggest ways that help the environment. Define 'democracy' and explain how laws are made
Skills						



<p>I can help my family.</p> <p>I can help to clean and tidy my home and classroom.</p> <p>I can tell you some ways to look after our world.</p> <p>I can be kind to friends and others.</p> <p>I can talk about looking after money.</p>	<p>I can wash my hands correctly.</p> <p>I can name ways to look after my home and school.</p> <p>I can look after a special person or thing.</p> <p>I can tell you some things that money is spent on.</p> <p>I can get help if someone has hurt themselves.</p>	<p>I can make choices that help me play and work well with others.</p> <p>I can use some strategies when I feel upset or angry.</p> <p>I can ask for help from a trusted adult.</p> <p>I can name some ways I can look after my environment.</p> <p>I can make choices with money.</p>	<p>I can identify people who help me in different ways.</p> <p>I can spot 'facts' and 'opinions' to help me share ideas.</p> <p>I can make a plan.</p> <p>I can choose a method.</p> <p>I can identify different times and reasons to spend money.</p> <p>I can give examples of how people earn money.</p>	<p>I can name some responsibilities and rights that I have.</p> <p>I can share ideas and make decisions that affect others.</p> <p>I can give my own opinion based on facts, opinions and other influences.</p> <p>I can give examples of how I can support others as a bystander.</p> <p>I can explain how others have a financial responsibility to their families and community.</p> <p>I can give examples of choices and decisions with money that will affect me.</p>	<p>I can develop ideas and opinions based on a current issue. I can present these with a group.</p> <p>I can identify how the responsibilities of others impact me and my community.</p> <p>I can give examples of barriers that can stop others following their responsibilities.</p> <p>I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.</p> <p>I can suggest ways to spend and save money responsibly.</p> <p>I can explain some things about finance and money. I can name a person who deals with money in my community.</p>	<p>I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.</p> <p>I can discuss the reasons why people post online and the positive and negative effects relating to social media.</p> <p>I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</p> <p>I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</p> <p>I can suggest ways that I can help my environment</p> <p>I can give examples of why we need a democratic society and how laws keep us safe.</p>
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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, Poppy Appeal, Sports Relief etc)

Safeguarding

- Basic First Aid and Emergency Assembly



PSHE CURRICULUM – ‘Valuing Differences’ – Autumn 2						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Themes						
<p>Similarities and differences</p> <p>Celebrating difference</p> <p>Showing kindness</p>	<p>Recognising, valuing and celebrating differences</p> <p>Developing respect and accepting others</p> <p>Bullying and getting help</p>	<p>Being kind and helping others</p> <p>Celebrating difference</p> <p>People who help us</p> <p>Listening Skills</p>	<p>Recognising and respecting diversity</p> <p>Being respectful and tolerant</p> <p>My community</p>	<p>Recognising and celebrating difference (including religions and cultural difference)</p> <p>Understanding and challenging stereotypes</p>	<p>Recognising and celebrating difference, including religions and cultural</p> <p>Influence and pressure of social media</p>	<p>Recognising and celebrating difference</p> <p>Recognising and reflecting on prejudice-based bullying</p> <p>Understanding Bystander behaviour</p> <p>Gender stereotyping</p>
Key Knowledge						
<p>Know the importance of showing care and kindness towards others.</p> <p>Begin to understand that people have similarities and differences to ourselves.</p> <p>Begin to understand that all families are different.</p> <p>Know how we can be kind to others and start to build relationships</p>	<p>Explain (in simple terms) the key differences between teasing, being unkind and bullying.</p> <p>Recognise that everyone is different and will have different thoughts and ideas.</p> <p>Celebrate and begin to show empathy for those who are different.</p> <p>Identify those who are special to them (and their special qualities).</p> <p>Identify ways in which we can show kindness towards others and how that makes them feel.</p>	<p>Identify differences and similarities between others.</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>Learn and use different ways to show good listening.</p> <p>Explain how it feels to be part of a group and left out of a group.</p> <p>Recognise and talk about acts of kindness and how they can impact others.</p>	<p>Recognise that there are many different types of families.</p> <p>Understand what is meant by ‘adoption’, ‘fostering’ and ‘same sex relationships’.</p> <p>Define the term ‘community’ and identify the different communities that they belong to.</p> <p>Understand that people living in the UK have different origins, national, regional, ethnic and religious backgrounds.</p> <p>Recognise and explain why bullying can be caused by prejudice.</p> <p>Learn ways of showing respect through language and communication.</p>	<p>Identify different origins, national, regional, ethnic and religious backgrounds.</p> <p>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>Recognise potential consequences of aggressive behaviour.</p> <p>Know some simple strategies for dealing with someone who is behaving aggressively.</p> <p>Know they have the right to protect their personal space and who to talk to if they feel uncomfortable.</p> <p>Define the word respect.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p>	<p>Describe the benefits of living in a diverse society</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples.</p> <p>Understand that the information we see online, either text or images, is not always true or accurate;</p> <p>Reflect on the impact social media puts pressure on peoples' life choices</p> <p>Consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>Know strategies for dealing with bullying as a bystander</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us.</p> <p>Understand and explain the term prejudice.</p> <p>Define what is meant by the term stereotype.</p> <p>Describe different types of friendships and relationships and their differing positive qualities.</p>
Skills						
<p>I can celebrate our differences.</p>	<p>I can say ways in which people are similar as well as different.</p>	<p>I can be respectful of those who are different to me.</p>	<p>I can give examples of different types of family. I respect these differences.</p>	<p>I can say how differences sometimes cause conflict but can also be something to celebrate.</p>	<p>I can give examples of different faiths and cultures and positive things about having these differences.</p>	<p>I can explain the difference between a passive bystander and an active bystander and give an example of how active</p>



<p>I can talk about my family life.</p> <p>I can listen and be polite to what others tell me about their lives.</p> <p>I can be kind, caring and helpful to others.</p>	<p>I can say why things sometimes seem unfair, even if they are not to me.</p> <p>I can talk about what bullying is.</p> <p>I can say ways to show kindness towards others.</p>	<p>I can describe how someone can change someone's feelings.</p> <p>I can tell you why it is important to show good listening to people who think differently to me.</p> <p>I can name and suggest strategies to someone who feels left out.</p> <p>I can be kind and use kind words to my friends.</p>	<p>I can give examples of different community groups and what is good about having different groups.</p> <p>I can use respectful language and communication skills when discussing with others.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.</p> <p>I can suggest ways to deal with bullying and prejudice.</p>	<p>I can begin to manage conflict by using negotiation and compromise.</p> <p>I can suggest strategies for dealing with someone who is behaving aggressively.</p> <p>I can demonstrate ways of showing respect to others' differences.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>I can empathise with people who have been, and currently are, subjected to injustice, including through racism.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)</p> <p>I can reflect on how individual/group actions can impact on others in a positive or negative way.</p>	<p>bystanders can help in bullying situations.</p> <p>I can show respect to others by using verbal and non-verbal communication.</p> <p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p>
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Our Pupil Promise... key opportunities and experiences for all of our pupils

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

Safeguarding- School Safety

- Fire safety within school (Fire Drills)
- Health and Safety in schools/classrooms