

Whole School Progression – PSHE including Statutory Relationships and Health Education

Curriculum intent statement	<p>PSHE, Relationships and Health Education is the foundation for healthy and happy lives. When children know about the importance of their mental and physical health and understand the dynamics and importance of healthy relationships they can thrive in all other areas of their life. Our curriculum takes a layered approach and many statutory objectives are repeated at age-appropriate levels across the school to embed the children’s learning and understanding. Each cohort, class and individuals will have different needs and PSHE sessions should always the reflect the needs of the children taking part.</p>
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Foundation Stage	Rights Rules and Responsibilities Me and My Emotions Anti-bullying	Diversity and Communities Managing Safety and Risks	Managing Change Sex and Relationships Education
Cycle A	<p>Citizenship</p> <p>Myself and my Relationships</p> <p>Families and People who care for me Obj: 1,2,3 Pupils should know: That families are important for children growing up because they give love, security and stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty and care for children and other family members, the importance of spending time together and sharing each other’s lives.</p> <p>That others’ families, either in school or in the wider world, sometimes look different from</p>	<p>Citizenship</p> <p>Healthy and Safer Lifestyles</p> <p>Internet safety and harms Obj: 1 Pupils should know: That for most people the internet is an integral part of life and has many benefits.</p>	<p>Healthy and safer lifestyles</p> <p>Myself and my relationships</p> <p>Physical health and fitness Obj: 1,2,3,4 Pupils should know: The characteristics and mental and physical benefits of an active lifestyles.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this</p> <p>The risks associated with an inactive lifestyle.</p> <p>How and when to seek support including which adult to speak to in school if they are worried about their health.</p>

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	<p>their families, but that they should respect these differences and know that other families are also characterised by love and care.</p> <p>Caring friendships Obj: 1,3,4 Pupils should know: How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>That healthy friendships are positive and welcoming and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs and these can be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right.</p>		<p>Basic first aid Obj:1 Pupils should know: How to make a clear and efficient call to emergency services</p>
Cycle B	N.A.		

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Year 1/2			
Cycle A	<p>Citizenship</p> <p>Myself and my relationships</p> <p>Respectful relationships Obj: 6 Pupils should know: About different types of bullying, the impact of bullying, responsibilities of bystander and how to get help.</p>	<p>Citizenship</p> <p>Healthy and safer lifestyles</p> <p>Health and prevention Obj: 2,3,4,5,</p> <p>Pupils should know:</p> <p>About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect health and mood.</p> <p>About dental health and the benefits of good oral hygiene.</p> <p>About personal hygiene and germs including bacteria and viruses and the importance of handwashing.</p>	<p>Myself and my relationships</p> <p>Online relationships Obj: 1,2,3,4 Pupils should know: That people sometimes behave differently online That the same principles apply to online relationships as they do to face-to face relationships – respect Rules and principles for keeping safe online and how to recognise risks, harmful content and contact and how to report them How to critically consider online friendships and sources of information</p> <p>Healthy and safer lifestyles</p> <p>Healthy eating Obj: 1,2 Pupils should know: What constitutes a healthy diet The principles of planning and preparing a range of healthy meals.</p>
Cycle B	<p>Myself and my relationships</p> <p>Mental wellbeing Obj: 1,2,3,4,5,6 Pupils should know: That mental wellbeing is a normal part of life.</p>	<p>Citizenship</p> <p>Healthy and safer lifestyles</p> <p>Internet safety and harms</p>	<p>Healthy and safer lifestyles</p> <p>Physical health and fitness Obj: 1,2,3,4,</p>

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	<p>There is a normal range of emotions.</p> <p>How to recognise and talk about their emotions.</p> <p>How to judge their own feelings and behaviour.</p> <p>The benefits of physical exercise and time outside on mental wellbeing and happiness.</p> <p>Simple self-care techniques.</p> <p>Physical health and fitness Obj:1, 2 The importance of building regular exercise into daily and weekly routines and how to achieve this</p> <p>The risks associated with an inactive lifestyle.</p> <p>Families and people who care for me Obj: 1,2,3</p> <p>That families are important for children growing up because they give love, security and stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>	<p>Obj: 1,2,3</p> <p>Pupils should know: That for most people the internet is an integral part of life and has many benefits.</p> <p>About the benefits of rationing time spent online and the impact of positive and negative content online.</p> <p>How to consider the effects of their online actions on others and the importance of keeping personal information private.</p>	<p>Pupils should know: The characteristics and mental and physical benefits of an active lifestyles.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this</p> <p>The risks associated with an inactive lifestyle.</p> <p>How and when to seek support including which adult to speak to in school if they are worried about their health.</p> <p>Being safe Obj: 1,2,3,4,5 Pupils should know: What sort of boundaries are appropriate in relationships The concept of privacy and that it is not always right to keep secrets That each person body belongs to themselves How to respond safely and appropriately to adults they may encounter How to recognise and report feelings of being unsafe.</p> <p>Basic first aid Obj: 1,2 Pupils should know: How to make a clear and efficient call to emergency services</p>
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	<p>That others’ families, either in school or in the wider world, sometimes look different from their families, but that they should respect these differences and know that other families are also characterised by love and care.</p> <p>Caring friendships Obj:2,3.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness... support with problems.</p> <p>That healthy friendships are positive and welcoming and do not make others feel lonely or excluded.</p>		<p>Concepts of basic first aid, for example+6 dealing with common injuries.</p>
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Year 3/4			
Cycle A	<p>Citizenship</p> <p>Myself and my relationships</p> <p>Mental wellbeing Obj: 7,9,10 Pupils should know: Isolation and loneliness can affect children and its important to discuss feelings with adults and seek support</p>	<p>Citizenship</p> <p>Respectful relationships Obj: 1,2,3,4,5,7 Pupils should know: The importance of respecting others, even when they are different from them or make different choice or have different beliefs. Practical ways to improve or support respectful relationships. Courtesy and manners.</p>	<p>Myself and my relationships</p> <p>Healthy and safer lifestyles</p> <p>Changing adolescent body Obj:1,2 Pupils should know: Key facts about puberty and the changing adolescent body.</p>

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	<p>How to seek support, who they can speak to if they are worried about their own or someone else's mental health. That it is common for many people to experience mental ill health and for many people the problem can be resolved.</p>	<p>Self-respect and the link to happiness. In school and wider society, they can expect to be treated with respect and that they should also show respect. What a stereotype is and how they can be unfair and destructive.</p> <p>Healthy and safer lifestyles</p> <p>Being safe Obj:1,2 Pupils should know: What sort of boundaries are appropriate in relationships The concept of privacy and that it is not always right to keep secrets That each person body belongs to themselves</p>	<p>About menstrual wellbeing including facts about the menstrual cycle.</p> <p>Basic first aid Obj: 1,2 Pupils should know: How to make a clear and efficient call to emergency services</p> <p>Concepts of basic first aid, for example+6 dealing with common injuries.</p>
Cycle B	<p>Myself and my relationships</p> <p>Online relationships Obj: 1,2,3,4,5 Pupils should know: That people sometimes behave differently online That the same principles apply to online relationships as they do to face-to face relationships – respect Rules and principles for keeping safe online and how to recognise risks, harmful content and contact and how to report them How to critically consider online friendships and sources of information How information and data is shared online.</p>	<p>Citizenship</p> <p>Healthy and safer lifestyles</p> <p>Internet safety and harms Obj: 1,2,3,4,5,7,</p> <p>For most people the internet is an integral part of life with benefits. About rationing time online and the impact of positive and negative content. Consider the effect of their online actions on others and how to be respectful and keep personal information private. About age restrictions.</p>	<p>Healthy and safer lifestyles</p> <p>Drugs, alcohol and tobacco Obj: 1 The facts about legal and illegal harmful substances. Being safe Obj: 1,2,3,4,5,6,7,8 Pupils should know: What sort of boundaries are appropriate in relationships The concept of privacy and that it is not always right to keep secrets That each person body belongs to themselves That each person's body belongs to them. How to respond safely and appropriately to adults they may encounter.</p>

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	<p>Caring friendships Obj: 1,2,3,4,5 Pupils should know: How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships.</p> <p>That healthy friendships are positive and welcoming and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs and these can be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right.</p> <p>How to recognise who to trust and who not to trust and how to judge when a friendship is not healthy.</p> <p>Families and people who care for me Obj: 1,2,3,4,5,6 That families are important for children growing up because they give love, security and stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>	<p>That the internet can have a negative impact on mental health. That online information is ranked, selected and targeted. Where and how to report concerns.</p>	<p>How to know and report feelings of being unsafe. How to ask for advice, How to report concerns of abuse, Where to get advice .</p> <p>Year 4 girls: Changing adolescent bodies Obj: 1,2 Pupils should know: Key facts about puberty and the changing adolescent body. About menstrual wellbeing including facts about the menstrual cycle.</p> <p>Health and prevention Obj: 1,2,3,4,5,6</p> <p>Recognise early signs of physical illness. Safe and unsafe exposure to the sun. Dental health and good oral hygiene. Personal hygiene and bacteria and viruses. The facts and science around allergies, immunisation and vaccines. Healthy eating Obj: 1,2,3 What constitutes a healthy diet. The principles of planning and preparing healthy meals. The characteristics of a poor diet and the associated risks.</p>
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	<p>That others’ families, either in school or in the wider world, sometimes look different from their families, but that they should respect these differences and know that other families are also characterised by love and care.</p> <p>Stable, caring relationships are at the heart of happy families, Marriage is a formal and legal commitment of two people. How to recognise if family relationships are making them feel unhappy or unsafe. Respectful relationships Obj: 6 About different types of bullying. Mental health obj: 8 That bullying has a negative and often lasting impact on mental wellbeing.</p>		
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Year 5/6			
Cycle A	<p>Citizenship</p> <p>Myself and my relationships</p> <p>Respectful relationships Obj:6,7 About different types of bullying</p>	<p>Citizenship</p> <p>Respectful relationships Obj: 1,2,3,4,5,7,8,</p> <p>Pupils should know 1.the importance of respecting others, even when they are very different from them (for example, physically, in character, personality</p>	<p>Myself and my relationships</p> <p>Healthy and safer lifestyles</p> <p>Internet safety and harms Obj:1,2,4,5,6,7</p>

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	<p>What a stereotype is and how they can be unfair and destructive.</p> <p>Mental wellbeing Obj: 8 That bullying has a negative and lasting impact on mental wellbeing.</p>	<p>or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>2.practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>3. the conventions of courtesy and manners.</p> <p>4.the importance of self-respect and how this links to their own happiness.</p> <p>5. 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.</p> <p>7.what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Being Safe Obj: 1,2,3,4,5,6,7,8, Pupils should know</p> <p>1.what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>2. 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.</p>	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2.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. 4.why social media, some computer games and online gaming, for example, are age restricted. 5.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. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7.where and how to report concerns and get support with issues online.
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		<p>3. that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>8. where to get advice e.g. family, school and/or other sources.</p>	
Cycle B	<p>Myself and my relationships Mental wellbeing Obj: 1,2,3,4,5,6,7,8,9,10</p> <p>1. that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>2. 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.</p> <p>3. how to recognise and talk about their emotions, including having a varied vocabulary</p>	<p>Citizenship</p> <p>Healthy and safer lifestyles</p> <p>Basic first aid Obj: 1,2</p> <p>1. how to make a clear and efficient call to emergency services if necessary.</p> <p>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Healthy and safer lifestyles</p> <p>Drugs, alcohol and tobacco Obj: 1</p> <p>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Being safe Obj: 1,2,3,4,5,7,8</p> <p>should know</p>

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	<p>of words to use when talking about their own and others' feelings.</p> <p>4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>5.the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>9. 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).</p> <p>10.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</p>		<ol style="list-style-type: none"> 1.what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. 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. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4.how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 7.how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources. <p>Changing adolescent bodies Obj: 1,2.</p> <p>Pupils should know:</p> <ol style="list-style-type: none"> 1.key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
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	<p>made available, especially if accessed early enough.</p> <p>Online relationships Obj: 1,2,3,4,5,</p> <p>Pupils should know</p> <ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2.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. 3.the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4.how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5.how information and data is shared and used online. 	<p>2.about menstrual wellbeing including the key facts about the menstrual cycle.</p>
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Ongoing skills
covered by each year
group

Please note some objectives on this document have been abbreviated and they should always be referred to on the separate objectives documents for planning purposes.

Main topics for the school are described in the pink box.

Titles for units of work are in bold.

Objectives listed are the statutory objectives from the Relationships and Health Curricula.

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