



# PSHE EDUCATION (INCLUDING STATUTORY RELATIONSHIPS AND HEALTH EDUCATION) (RSHE) POLICY

This policy covers our school's approach to all non-statutory elements of PSHE Education, statutory guidance on Relationships, Sex and Health Education (RSHE). It also includes our approach to sex education. Although it is not statutory for schools to teach sex education in primary schools, we have chosen to teach this because we believe children need to be prepared and have the knowledge to keep themselves safe.

## **Intent**

### Policy Aims and Objectives

At Seven Stars Primary School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We are committed to pursuing excellence and encouraging every individual. Our learning environment and ethos promotes respect and self-esteem, ensuring that all children feel happy, safe, cared for and therefore ready to learn. We value the role of parents/carers and the community in learning and actively encourage their involvement. We are dedicated to providing excellent and enjoyable teaching through a broad, balanced and creative curriculum. We are proud of our achievements and celebrate the successes of all members of our school community.

### SMSC/Values/British Values

At Seven Stars Primary school, we feel it is important to teach children about values and British Values which will prepare them for later life and this is why our key values underpin all aspects of life at Seven Stars Primary School. We focus on the key values of respect, responsibility, tolerance, honesty, courage, kindness, empathy, determination, gratitude and resilience. We also focus on the British Values of democracy, individual liberty, rule of law and mutual respect. Each teacher awards a VIP (Values Inspired Person) certificate to a member of their class in Friday's assembly. These children are then invited to have 'get together' with the Head Teacher. Teachers consistently refer to and discuss the key values in all curriculum areas, where appropriate, and what these look like in school, at home and in the community.

At Seven Stars we are committed to promoting SMSC (social, moral, spiritual and cultural education)/British Values in all we do. We have weekly assemblies which link into SMSC events, strong links with the community, such as SLEAP charity and CNOS. The school council play a strong role in school and help with decision making. At the front of school, visitors will find our SMSC display board and SMSC scrapbook documenting evidence and events.

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### Intended Outcomes in Relation to Open Doors Curriculum

Our aims for PSHE(RSHE) are to provide exciting, enjoyable learning that opens doors to knowledge and skills, the world, health, creativity and language in line with Our Open Doors Curriculum.

#### Door 2 – The world

- Show respect for all cultures and in doing so, to promote positive attitudes towards other people.
- Enable children to understand their community, develop good relationships and help them feel valued as part of this community.
- Help children grow into reliable, independent and positive and active citizens within a democratic society.
- To help children understand and demonstrate British values, SMSC and the school values.
- To raise children's aspirations, their career opportunities, an awareness of climate change and the importance of earning and saving money.
- To encourage children to think about the religious and cultural attitudes around sex and relationships.

#### Door 3 – Healthy body, healthy mind, healthy lives

- Educate children to they have an understanding of the importance of a healthy lifestyle.
- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and respect for themselves and others.
- Equips children with the knowledge and skills necessary to make choices and decisions.
- To help them build positive relationships with other people and to understand what makes a good relationship.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- To deliver a planned programme from nursery to Year 6 to enable children to understand and value their bodies as well as develop positive attitudes and values towards their individuality.
- To equip them with the knowledge and skills to be able to keep themselves safe, protect themselves from harm and abuse and to know where they may get help and advice (online and offline).
- To understand the reproductive process in humans and animals, using the correct vocabulary for body parts in line with the Science National Curriculum and the schools Safeguarding policy.

#### Needs analysis

PSHE and RHE are statutory subjects within the national curriculum. These objectives are detailed in Appendix 1. Each year, the curriculum is evaluated alongside the data collected through the following sources to ensure it is meeting the needs of the children:

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- Analysing the Health LSIP
- NCMP data
- Healthy needs assessment survey
- CPOMs data and trends
- Liaising with the school nurse to identify local health issues
- Liaising with local PCSO's to identify local issues in general
- Liaising with parents/carers/governors to find out what they think the children need to be learning
- Liaising with the family liaison worker to identify issues out families/community are experiencing
- Liaising with the children to find out what they think they need to learn
- Evaluation sheets completed by children at the end of units of work
- Year 6 RSHE lesson on feedback
- School Council feedback,

## **Implementation**

### Creating a safe and supportive learning environment

At Seven Stars we create a safe and supportive learning environment by ensuring all classes establish clear 'ground rules' at the beginning of every academic year and revisiting these regularly throughout the year to ensure that all children and staff respect them as well as following the confidentiality policy (please see Handling Complex Issues in the Classroom). We will ensure that where pupils indicate that they may be vulnerable or at risk, they will get the appropriate support from the school's pastoral team as set out in the safeguarding and child protection policies. To ensure a safe and supportive learning environment for all, teachers will not answer directly personal questions in regards to RSHE.

Distancing techniques are used within classes such as stories, scenarios, clips from TV programmes or case studies are used because they provide the opportunity to stimulate discussion whilst de-personalising them. Each class also has a 'wishes and worries box' which the children can use independently. Classes also have an ask it basket, which has two purposes. The children may choose to put a question in there independently, or if they ask a question which cannot be answered in front of the whole class, the teacher may ask the child to put it in the ask it basket and they will get the question answered for the child.

There is a common language for RSHE used throughout the school so that children are not embarrassed by or exposed to inappropriate language. Teachers will use correct biological terminology (doctors' words) for parts of the body from reception upwards (see appendix 2). This is consistent with the recommendations for the teaching in Science National Curriculum and our school's safeguarding policy.

### Confidentiality, safeguarding and handling disclosures

We will ensure confidentiality by making it clear to the children that there are some things which we cannot offer complete confidentiality about, such as if they or someone else is at risk of being harmed or we have concerns about the children's health and well-being. If a child makes a disclosure, the member of staff will follow the

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guidelines in school 'What to do if you think a child is being abused'. All staff are aware of and have read part one of 'Keeping Children Safe in Education'. Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this occurs, teachers will consult with the designated safeguarding lead and in his /her absence, their deputy.

### Responding to pupils' questions

We will answer pupils' questions honestly and accurately within an agreed developmental appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully. This includes:

- All classrooms have an 'ask it' basket all the time as questions may be linked to any topic
- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space
- If the teacher or visitor (link to Visitor Policy) is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Ask the pupil to write it down and put it in the basket. This may need to be supported by an adult with the pupil still placing it in the basket
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people
- Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL. The decision may be:
  - The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson
  - Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents/carers and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership
  - There needs to be a safeguarding response

Staff will be advised to keep a record of questions asked and how they were dealt with in case there is any recourse and to inform future curriculum planning.

Prior to sensitive issues being taught, the children and parents/carers will be informed of the content being taught, through the curriculum newsletter to give them a chance to order their thoughts, and feelings and prepare any questions. The staff will aim to be non-judgemental in their approach to the teaching of this subject. Staff may be aware of the

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individual children's situations and be sensitive to them, for example, open a statement with "the people in your home". We will not present stereotypical views of a family when teaching RSHE.

## Curriculum Design

### The Foundation Stage

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Within the Foundation Unit each child is assigned a Key Person. We allow children to play some part in this. Through observation during the initial settling in period, and working with the children, we are able to identify who the child responds well with, who they may go to for reassurance or to celebrate an achievement. This is a more natural way of assigning a Key Person and it has proven to be the most effective.

A key person enables the child to feel safe, secure and cared for. They help them to become familiar with the learning environment and enable them to use and explore the areas, developing independence and confidence.

Children are supported to manage their emotions, developing a positive sense of self. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Adults within the Unit are skilful in supporting interactions with other children, encouraging children to form and develop friendships and model how to resolve conflicts peaceably. Explicit PSED is also taught through 1Decision.

### Key Stage 1 and 2

We will ensure PSHE(RSHE) is matched to the needs of our pupils, including meeting statutory requirements, by drawing on their knowledge of the children in their class and their backgrounds.

Our PSHE(RSHE) programme is planned and delivered through using the PSHE Association thematic approach. Teachers use the MTP which is created by the PSHE Lead to plan their lessons including objectives, vocab, activities, quality assured resource suggestions, SMSC/British Values/School Values. This is used as a starting point for planning within the classes. It has been identified that there are additional units which need to be taught in different year groups to meet the needs of the class. These have been added to the yearly overview for PSHE(RSHE) and staff are given regular updates of additional resources for each unit. During Key Stage 1 and 2, pupils will learn the objectives set out in Appendix 1 through the units identified in Appendix 2.

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PSHE(RSHE) will be taught through a range of teaching methods and interactive activities, including:

- Circle Time
- Video and videos and making choices which have an emphasis on active learning by including the children in discussions, investigations and problem-solving activities
- The use of distancing techniques (including the use of puppets and stories)
- Role play/drama
- Discussion
- Question boxes
- Written work
- Group and paired work

Lessons will be differentiated by support and outcome to ensure that all children can access the content.

#### Entitlement and equality of opportunity

In line with the 2010 Equality Act, we promote the needs and interest of all pupils irrespective of gender, gender identity, sexual orientation, culture, ability, or personal circumstance by ensuring our curriculum, values and ethos are inclusive of all children regardless of their differences. We ensure PSHE(RSHE) fosters gender equality and LGBT+ equality by educating children on our school values, including tolerance and respect, ensuring role models in all different relationships are used in the classroom and discussions, using stories which celebrate and demonstrate different families and ensuring our school policies are LGBT+ inclusive. Teaching will also take into account the age, ability, readiness and cultural backgrounds of children to ensure that they can fully access the PSHE(RSHE) education provision.

Interventions will take place through a group intervention plan such as Lego Therapy, Nurture group, 1:1 support sessions etc. When teaching PSHE(RSHE), teachers take into account the targets set for the children, some of which may be directly related to PSHE(RSHE). For able, gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. For example,

- Class/school responsibilities such as Pupil Parliament, peer mentoring etc.
- Developing their higher order thinking skills
- Using deeper level questions
- Encouraging the children to reflect on their learning, not just what they have learnt, but how they have learnt it.

#### Cross-curricular opportunities

We will make links to other areas of the curriculum by teaching some topics in a cross-curricular way. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE(RSHE), we deliver a considerable amount of the PSHE(RSHE) curriculum through our religious education lessons. We also develop PSHE(RSHE) through

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various activities and whole-school events, such as the pupil parliament meeting regularly to discuss school issues and improvement.

### Enrichment and visitors

We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events, such as Carols and Cakes, creating a well-being calendar for the children and staff during busy months, fundraising to raise money for school resources etc and also through involvement in helping other individuals or groups less fortunate than themselves.

On some occasions, the children may have the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role. When using external speakers to deliver aspects of our PSHE(RSHE) programme, this will be under the direction of the class teacher, the teacher will be present for this and will ensure the school's PSHE and safeguarding policies are followed. Prior to the visitor coming to school, a baseline assessment will take place and after the visit, an evaluation of impact on learning will be carried out.

## **Impact**

### Assessment

Teachers assess the children's work in PSHE(RSHE) by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning outcomes set out in the curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage in line with the statutory requirements. All classes use a PSHE(RSHE) big book where they record their learning and progress and children have individual workbooks.

Pupils will be encouraged to reflect on their own learning and progress by considering what they knew at the start of the unit and again at the end to see the progress they have made. There are no levels for PSHE(RSHE) but assessment is necessary to determine that learning has taken place through a range of baseline assessment, assessment for learning and summative assessment. A variety of activities will be used for this including:

- Self-assessment
- Peer assessment
- Write and Draw activities
- Discussions and Presentations
- Teacher assessments
- Photographs and video clips of work being done

### **Monitoring and reporting**

PSHE(RSHE) is reported to parents/carers at 3 points through the year. During 2021, due to COVID restrictions, parents/carers had a telephone appointment with the class

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teacher to discuss their child's progress in regards to the REACH curriculum (relationships, engagement, achievement, confidence and hope).

In a normal year, parents/carers receive PSHE(RSHE) feedback at parents/carers evening in November with a focus on the children's mental health and wellbeing and how they have settled into the new class. Again, this is discussed at the April parents/carers evening. In the Summer term, teachers report the children's attainment and effort in PSHE(RSHE) in the end of year report.

The PSHE Lead reports to Governors once a year to share the action plan, progress made and the impact this has had. The Lead also meets with the Chair of Governors/Personal development Governor at 3 points throughout the year to provide subject updates, carry out monitoring and discuss next steps.

### Cycle of monitoring

A cycle of monitoring will take place every year as follows:

- 3<sup>rd</sup> week of September, a learning walk to ensure ground rules are in place, evident in scrapbook and to ensure the classrooms have ask it and wishes and worries baskets in place and used.
- Autumn 2 – Pupil interviews.
- Spring 1 – a book look to explore baseline and end points for assessment within units, assessment for learning is evident and there are clear and appropriate learning outcomes.
- Spring 1/2 – RSHE walkthrough to ensure the unit is being taught in the term using appropriate resources.
- Summer 1 – Learning walks/observations with link Governor to ensure action points from the years monitoring are being implemented.

### Roles and responsibilities

PSHE(RSHE) at Seven Stars is led by J. Lemon, the PSHE lead and it is taught by teachers and teaching assistants. Staff are regularly provided with updates with regard to the curriculum, assessment and subject knowledge through termly newsletters and staff meetings. Mrs Carol Stunnel is the named governor for personal development.

### Engaging Stakeholders

This policy covers our school's approach to teaching PSHE(RSHE). It was produced by J. Lemon through consultation with staff, parents/carers, governors, the school nurse and pupils. Consultation took the form of questionnaires and discussions with the groups. Key needs were identified through these consultations and through analysing local and national data. It will be reviewed in September 2022. Governors will be informed of the PSHE(RSHE) policy and curriculum through the policy being discussed at the Governors meeting and being approved prior to publication.

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### Involving parents/carers and carers

Parents/carers are informed of the policy through it being shared on the school website and it will be available through the school office. We are committed to working with parents/carers and carers by inviting them to share their views on the policy and ensuring they are fully aware of what is being taught. Parents/carers are encouraged and welcomed to discuss the PSHE(RSHE) curriculum and view the materials used within the school as and when appropriate. Parents/carers/carers have the right to withdraw their children from sex education which covers conception and birth. Although is not part of statutory PSHE(RHE), we strongly encourage parents/carers to allow their children to be part of what is a vital aspect of their education. If a parent/carer requests that their child be removed from sex education by contacting the main office, the Head Teacher and PSHE lead will discuss their reasons with them to see if we can reassure them and will provide support by signposting them to suitable materials and resources.

We communicate with parents/carers and carers by sending home a termly newsletter which tells them what their child is learning in all subjects that term. We also communicate with parents/carers through Class DoJo.

### Links to other school policies

This policy supports/complement the following policies:

- Child Protection/Safeguarding
- Behaviour for Learning
- Online safety – within the Computing policy
- Food and drink
- Confidentiality
- Equalities
- Bereavement
- Visitors

### Legislation

Documents referenced or that are used to inform the school's PSHE(RSHE) policy include:

- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2020)
- Children and Social Work Act (2017)
- DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019),
- PSHE Lead's Pack KS 1 and 2, Handling Complex Issues safely in the PSHE Education classroom,
- A Guide to Assessment in Primary PSHE Education. Sex Education Forum – Curriculum Design Tool.

**Signed: Miss Lemon**

**Date: 13/07/2021**

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## Appendix 1 – PSHE curriculum

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li></ul>

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	<ul style="list-style-type: none"> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>

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## Physical health and mental wellbeing

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)?</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>

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	<ul style="list-style-type: none"> <li>the facts and science relating to allergies, immunisation and vaccination</li> </ul>
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary.</li> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

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## Appendix 2 – PSHE(RSHE) overview

### PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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