Twin Sails Infant School & Nursery
Hamworthy Park Junior School

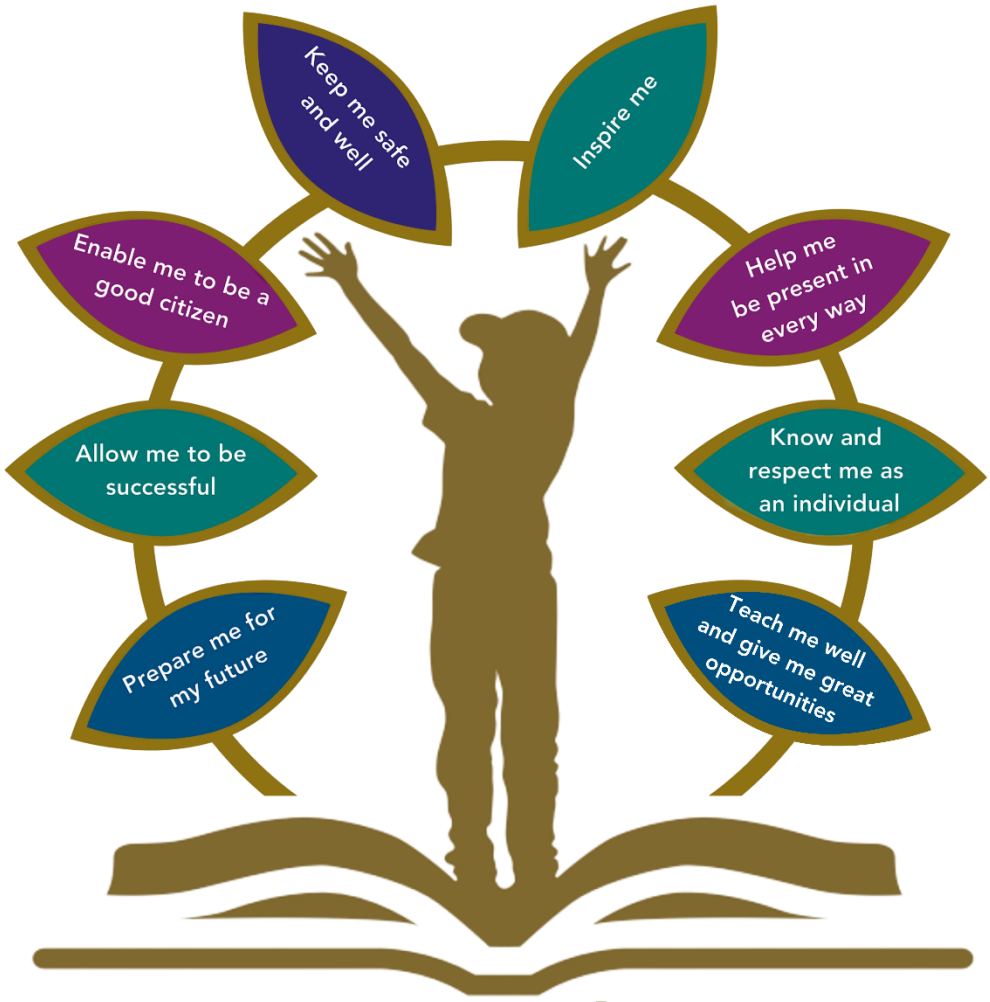
Relationships Education, Relationships Sex Education (RSE) and Health Education Policy (for teaching until 31 August 2026) - Primary

Reviewed on	2025/26, Term 1	Review frequency	Annual
Next review due	2026/27, Term 1	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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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 the Hamworthy Federation (Twin Sails Infant School & Nursery and Hamworthy Park Junior 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

Teaching will consider the age, ability, SEND, readiness and cultural backgrounds of all children to ensure that all can fully access the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education statutory Guidance 2025. The objectives will be taught and delivered through a spiral PSHE curriculum that will be delivered age appropriately.
Teachers will also take all opportunities to discuss positive emotional and mental well-being with children.

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 Federated values:

· **Every Child** should develop key learning skills in line with our 5Rs: responsible, reflective, resourceful, resilient and reciprocal to enable them to flourish at school and beyond.

-**Every Day** the children are valued and enabled to achieve their best to develop academically, socially and emotionally.
-Every Possibility: children are offered wonderful opportunities in order to access their next stage of education and adult life.

5. Equality

Hamworthy Primary Schools 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 partnership11, 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 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

Hamworthy Primary Schools 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. Hamworthy Schools 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.

Hamworthy Primary Schools 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, Hamworthy Primary Schools should ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. Hamworthy Primary Schools 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.

Hamworthy Primary Schools 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. Hamworthy Primary Schools 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, Hamworthy 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

Hamworthy Primary Schools 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 are 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. Hamworthy Primary School's 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

Hamworthy Primary School's 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

Hamworthy Primary Schools 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.

Hamworthy Primary Schools 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 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 Hamworthy primary School's

Relationships and Health Education (RHE) is taught through weekly lessons linked to the PSHE Association personal, social and health education programme and links with the whole school assembly programme. An overview of the broad topics covered, and the linked Relationship and Health objectives can be found in Appendix 2.

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

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

Hamworthy Primary Schools 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 and Subject 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
- Delivery of CPD

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:

Families and people who care for me	Pupils should know • 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 marriage[1] 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.
Caring friendships	Pupils should know • 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. • 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	Pupils should know • 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	Pupils should know • 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	Pupils should know • 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. • 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.

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 Hamworthy Primary Schools 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	Pupils should know: • 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	• Pupils should know: • 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	Pupils should know: • the characteristics and mental and physical benefits of an active lifestyle

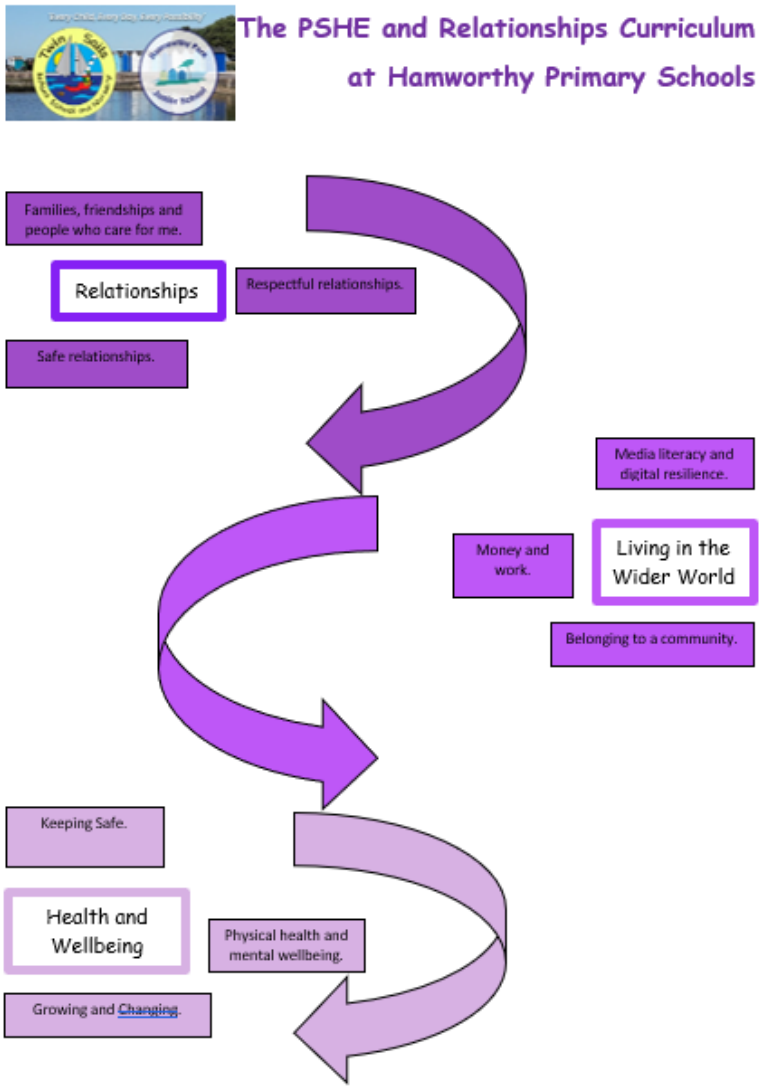
	• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	Pupils should know: • 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	Pupils should know: • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	Pupils should know: • 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	Pupils should know: • 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	Pupils should know: • 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



PSHE Concepts and Components Curriculum Progression Map

Relationships: Families/ Friendships and People who care for me						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
See separate overview sheet for statements within the EYFS framework that link to the teaching of PSHE.	I can identify the people who care for me.eg parents, siblings, grandparents, relatives, teachers, friends I understand the role that these different people play in my life. I know what it means to be a family and how families are different, e.g. single parents, same-sex parents etc I understand how important it is to tell someone if I'm worried about something in my family and how to tell them. **Vocabulary: Friends, teachers, parents, sibling, grandparent. Relatives, families**	I know how to be a good friend, e.g. Kindness, listening, honesty. I understand the strategies needed for positive play with friends Eg joining in, including others etc I understand what can cause arguments between friends. I know how to positively resolve arguments between friends. I know how to recognise and ask for help when I'm feeling lonely or unhappy. I know how to help someone else. **Vocabulary: Kindness, listening, honesty, inclusion, arguments, help**	I know about and respect that there are different types of families including single parents, same-sex parents, step-parents, blended families, foster and adoptive families. I know that being part of a family provides support, stability and love. I know about the positive aspects of being part of a family such as spending time together and caring for each other. I know about the different ways that people ca care for each other e.g. giving encouragement or support in times of difficulty.	I know about the features of positive, healthy friendships such as mutual respect, trust and sharing interests. I know what strategies I can use to build positive friendships. I know how to seek support with relationships if I feel lonely or excluded. I know how to communicate respectfully with friends when using digital devices. I understand that knowing someone online differs from knowing someone face to face.	I know what makes a healthy friendship and how to make people feel included. I know what strategies to use in order to help someone feel included. I understand about peer influence and how it can make people feel or behave. I understand the impact of the need for peer approval in different situations including online. I know what strategies I can use to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.	I know what it means to be attracted to someone and I understand that there are different kinds of loving relationships. I understand that people who love each other can be of any gender, ethnicity or faith. I know the difference between gender identity and sexual orientation and everyone's right to be loved. I know about the qualities of healthy relationships that help individuals flourish. I understand that there are different ways that couples show their love & commitment to one another including those who are not married or live apart.

			I can identify if/ when something in a family might make someone upset or worried. I know what to do and who to tell if family relationships are making me feel unhappy or unsafe. **Vocabulary** **Respect, stability, love, support, caring, unsafe, recognise**	I understand the risks in communicating with someone I don't know I know what to do/ who to tell if I am worried about any contact online. **Vocabulary** **Friendships, positive, digital devices, communicating, contact, online, healthy**	I understand that it is common for friendships to experience challenges. I know what strategies to use to positively resolve disputes and reconcile differences in friendships. I understand that friendships can change over time and know the benefits of having new and different types of friends I can recognise if a friendship is making me feel unsafe, worried or uncomfortable. I know when and how to ask for support in relation to friendships. **Vocabulary** **Healthy friendships, relationships, influence, communication, support, peer**	I understand what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults. I understand that people have the right to choose whom they marry or whether to get married. I know that to force anyone into marriage is illegal. I know how and when to report forced marriage or how to ask for help if I am worried. **Vocabulary** **Relationship, attraction, healthy, commitment, love, marriage**

Relationships: Safe & Healthy Relationships						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know when someone's body or feelings might be hurt and who to go to for help. I know what it means to keep something private, including parts of my body that are private. I can identify the different types of touch and how they make people feel e.g. hugs, tickling, kisses and punches etc	I know how to recognise hurtful behaviour including online. I know what to do and who to tell if I see or experience hurtful behaviour, including online. I know what bullying is and the different types of bullying.	I know what is appropriate to share with friends, family and wider social groups including online. I know what privacy and personal boundaries are including online. I understand the basic strategies I need to help keep myself safe online e.g. passwords, using trusted sites, and adult supervision.	I understand the differences between teasing, hurtful behaviour and bullying online. I know what to do if I witness or experience hurtful behaviour or bullying, including online. I understand the difference between 'playful dares' and dares	I know what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. I know how to ask for, give and not give permission for physical contact. I understand how it feels in a person's mind and body when they are uncomfortable.	I can compare the features of a healthy and unhealthy friendship. I understand about shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. I know what strategies to use to respond to pressure from friends including online.

	I know what to do if being touched makes me feel uncomfortable or unsafe. I know when it is important to ask for permission to touch other people. I know how to ask for permission & I know how to give or not give permission for others to touch me. **Vocabulary: Feelings, help, private, uncomfortable, safe, unsafe, permission, behaviour, school, kind,**	I understand how someone might feel if they are being bullied. I understand the difference between happy surprises and secrets that make me feel uncomfortable or worried and how to get help. I know how to resist pressure to do something that feels uncomfortable or unsafe. I know how to ask for help if I'm worried and what vocab to use. **Vocabulary: Online, bullying, feelings, differences, secrets, uncomfortable, worried.**	I understand that bullying and hurtful behaviour is unacceptable in any situation. I know about the effects and consequences of bullying for the people involved. I know about bullying online & the similarities and differences to face to face bullying. I know what to do and who to tell if I see or experience bullying or hurtful behaviour. **Vocabulary Boundaries, respect, safe, behaviour, bullying, responsible.**	which put someone under pressure, at risk, or make them feel uncomfortable. I know how to manage pressures associated with dares. I know when it is right to keep or break a confidence or share a secret. I know how to recognise risks online such as harmful content or contact. I understand that people may behave differently online including pretending to be someone they're not. I know how to report concerns and seek help if I am worried or uncomfortable about someone's behaviour, including online. **Vocabulary Differentiate, experience, bullying,**	I understand that it is never someone's fault if they have experienced unacceptable contact. I know how to respond to unwanted or unacceptable physical contact. I know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret that I am worried about. I know who to tell if I am worried about unwanted physical contact. I understand that everyone should be treated equally. I understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to mine. **Vocabulary**	I know how to assess the risk of different online 'challenges' and 'dares' I know how to recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable. I know how to get advice, and report concerns about personal safety, including online. I understand what consent means and how to ask for/ give/ not give permission in different situations. **Vocabulary Pressure, dares, unsafe, guidance.**

				dares, pressures, harmful, pretending.	**Permission, uncomfortable, contact, unacceptable, secret,**	

Relationships: Respectful relationships						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

	I know what kind and unkind behaviours mean in and out of school I know how kind & unkind behaviour can make people feel. I know what respect means. I know about the class rules, being polite to others, sharing and taking turns. **Vocabulary** **Feelings, respect, polite, rules, sharing**	I understand that friends may have similarities/ differences to me and how to play and work together. I know how to work/ play cooperatively in different groups and situations. I know how to share my ideas, listen to others, take part in discussions and give reasons for my views. **Vocabulary** **Kindness, listening, honesty, inclusion, arguments, help**	I can recognise respectful behaviours e.g. helping or including others, being responsible. I know how to model respectful behaviour in different situations e.g. at home, school, online I understand the importance of self-respect and my right to be treated respectfully by others. I know what it means to treat others and be treated politely. I know about the different ways that people show respect and courtesy in different cultures and in wider society. **Vocabulary** **Respect, behaviour, responsible, self-respect, polite, cultures, society**	I recognise the differences between people such as gender, race, faith. I know what I have in common with others e.g. shared values, likes and dislikes, aspirations etc I know about the importance of respecting the differences and similarities between people. I know what words to use to sensitively discuss difference and include everyone. **Vocabulary** **Recognise gender, race, faith, values, respect, differences, include**	I understand that everyone should be treated equally. I understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to mine. I understand what discrimination means and the different types of discrimination e.g. racism, sexism, homophobia. I can identify online bullying and discrimination of groups or individuals e.g. trolling and harassment. I understand the impact of discrimination on individuals, groups and the wider society. I know the different ways that I can safely challenge discrimination.	I understand the link between values and behaviour and how to be a positive role model. I can discuss issues respectfully. I know how to listen to and respect other people's point of view. I know how to constructively challenge points of view that I disagree with. I know how to participate effectively in discussions online and manage conflict or disagreements. **Vocabulary** **Values, respect, disagreement, conflict, views**

					I know how to report discrimination online. **Vocabulary** **Treated equally, discrimination, report, bullying**	

Health and Well Being: Physical Health and Mental Wellbeing						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
how to talk about the different factors that support overall health and wellbeing i.e., regular physical activity, healthy eating, having a good sleep routine and sensible amounts of screen time how to look after my teeth through regular toothbrushing using the correct amount of toothpaste. how to be a safe pedestrian. What I need to do to manage the school day successfully i.e. lining up, queuing, turn	I know what it means to be healthy and why this is important. I know how to take care of myself on a daily basis. I know about basic hygiene routines e.g. hand washing I understand about healthy and unhealthy foods, including sugar intake. I know about physical activity and how it keeps people healthy. I know about different types of play including balancing indoor, outdoor and screen-based play. I know about people who can help me to stay healthy such as	I know about routines and habits that help maintain good physical and mental health. I know why sleep and rest are important for growing and keeping healthy. I know that medicines, including vaccinations and immunisations can help people stay healthy and manage allergies. I understand the importance of routines for brushing my teeth, visiting the dentist. I understand that food and drink can affect my dental health. I know how to describe and share a range of feelings. I know about the different ways I can feel good, calm down or change my mood	I know that choices people make in daily life can affect their health. I understand about healthy and unhealthy choices e.g. in relation to food, exercise, sleep) I know what can help people to make healthy choices and what might negatively influence them. I know about habits and that sometimes they can be maintained, changed or stopped. I understand about the positive and negative effects of habits such as regular exercise or eating too much sugar and how these impacts on a healthy lifestyle.	I can identify a wide range of factors that maintain a balanced physically healthy lifestyle. I know what good physical health means and how to recognise early signs of physical illness. I know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary. I know how to maintain oral hygiene and dental health including how to brush and floss correctly I understand the importance of regular visits to the dentist and the effects of different foods, drinks and	I understand how sleep contributes to a healthy lifestyle. I know about different sleep strategies and how to maintain them. I understand about the benefits of being outdoors and in the sun for physical and mental health. I know how to manage risk in relation to sun exposure, including skin damage and heat stroke. I know how medicines can contribute to health and how allergies can be managed. I understand that diseases can be prevented by vaccinations and immunisations.	I understand that mental health is just as important as physical health and that they both need looking after. I understand that anyone can be affected by mental ill health and that difficulties can be resolved with help and support. I understand that negative experiences such as being bullied or feeling lonely can affect mental wellbeing. I know a range of positive strategies for managing my feelings. I know that there are situations when someone may experience mixed or conflicting feelings.

taking and making the right choices. how to manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. how to negotiate space and obstacles safely, with consideration for themselves and others **key vocabulary** **Safe, clean, healthy, unhealthy, choices, exercise**	parents, doctors, nurses, dentists I know how to keep safe in the sun. **Vocabulary** **Healthy, hygiene, care, unhealthy, balance, routine**	e.g. playing outside, listening to music etc I know how to manage big feelings including those associated with change, loss. I know when and how to ask for help and how to help others with their feelings. **Vocabulary** **Human, bodies, medicines, change, healthy, routines, vaccinations/immunisations, dental, dentist, allergies**	I know what is meant by a healthy balanced diet including what foods should be eaten regularly or just occasionally. I know that regular exercise such as walking or cycling has positive benefits for my mental and physical health. I know about the things that affect feelings both positively and negatively. I can identify and talk about my feelings. I know about some of the different ways people express feelings e.g. words, actions, body language I know that feelings can change over time and become more or less powerful. **Vocabulary**	substances on dental health. **Vocabulary** **Balance, healthy, recognise, illness, dental health, hygiene,**	I know that bacteria and viruses can affect health. I know how I can prevent the spread of bacteria and viruses with everyday hygiene routines. I understand that we all have a shared responsibility for keeping a clean environment. **Vocabulary** **Lifestyle, healthy, sun safety,** **Illness, cleanliness, virus, allergies.**	I understand that sometimes feelings can be helpful, whilst also recognising that they sometimes need to be overcome. I understand that there is help and support available if someone experiences feelings that are not so good. I can identify where myself or others can ask for help and support with mental wellbeing both in and outside school. I understand the importance of asking for support from a trusted adult I know about the changes that may occur in life including death and how loss, grief or other aspects of change can cause conflicting feelings. I understand about the process of grieving and

			Choices, healthy, unhealthy, influence, habits, lifestyle,			how grief can be expressed. I know that there are different strategies that can help someone cope with the feelings associated with change or loss. I know how to ask for help and support with loss, grief or other aspects of change. I know how balancing time online with other activities helps to maintain my health and wellbeing. I understand the importance of fostering positive online habits e.g. switching my phone off at night I know what to do and whom to tell if I am frightened or worried about something I have seen online. **Vocabulary Independence, changes, grief, mental wellbeing**

Health and Well Being: Growing and changing						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
how to express my feelings and begin to consider the feelings of others. how to set and work towards simple goals. how to wait for what they want and begin to control my immediate impulses when appropriate how to focus my attention to what the	I know about the life cycles of animals and humans and how people grow from young to old. I know some things about me that have changed and some things have stayed the same. I know that changes happen as we grow and that changes are ok.	I know about the natural process of growing from young to old and understand that this not in my control. I know and can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I can identify and name the main parts of the body	I know that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow.	I know about the physical and emotional changes that occur during puberty. I know how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having babies) is a natural part of this I know a variety of different strategies I	I understand about personal identity and what contributes to it including race, sex, gender, family, faith, culture, hobbies, likes/dislikes I know that for some people their gender identity does not correspond with their biological sex.	I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I know about menstrual and gynaecological health including endometriosis,

teacher says, responding appropriately even when engaged in activity how to show an ability to follow instructions involving several ideas or actions. how to identify and moderate their own feelings socially and emotionally. how to begin to think about the perspectives of others. how to manage their own needs. how to confidently try new activities and show independence, resilience, and perseverance in the face of challenge. **Vocabulary** **goal resilience, perseverance, independence, resourceful, reflective, feelings, kindness, friendship**	I know how my body has changed since I was a baby. I know and can identify the parts of the body that make boys different to girls and can use the correct names for these: (penis, testicles, vagina) I can recognise feelings in myself and others. I understand that every time I learn something new, I change a little bit. I can tell you about changes that have happened in my life. I know what I am looking forward to when I move to my next class. **Vocabulary** **Vagina, penis, change, life cycle, differences**	including external genitalia e.g. penis, vagina, testicles, vulva and appreciate that some parts of my body are private. I know that things change as people grow up including new opportunities and responsibilities. I know there are different types of touch and can tell you which ones I like and don't like. I know how to prepare to move to a new class and I can set goals for the school new year and how to go about this. **Vocabulary** **Feelings, goals, changes, opportunities Penis, vagina, testicles, body parts**	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I can start to recognise stereotypical ideas I might have about parenting and family roles. I know what I am looking forward to when I move to the next class.	can use to manage the changes during puberty and menstruation. I understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant. I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I know how the circle of change works and can apply it to changes I want to make in my life I can identify changes that have been and	I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how boys' and girls' bodies change during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I can identify what I am looking forward to about becoming a teenager and	polycystic ovary syndrome and heavy menstrual bleeding I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend I can identify links between love, committed relationships and conception. I know what sexual intercourse is and how it can be part of an intimate relationship with consenting adults. I understand how pregnancy occurs and that pregnancy can be prevented with contraception.

			Vocabulary **Uterus, conception, stereotypical, stereotypes.**	may continue to be outside of my control that I learnt to accept I can identify what I am looking forward to when I move to a new class **Vocabulary** **Emotion, puberty, menstruation, hygiene, genitalia, reproductive organs**	understand this brings growing responsibilities (age of consent) I can identify what I am looking forward to when I move to my next class **Vocabulary** **Personal identity, gender, recognise, respect, express, wellbeing, puberty, sexual intercourse, consent**	I understand about the responsibilities of being a parent or carer and how having a baby changes someone's life. I am aware of the importance of a positive self-esteem and what I can do to develop it I can identify what I am looking forward to and what worries me about the transition to secondary school I understand that relationships may change as I grow up or move to secondary school I know how to ask for help and support with loss, grief or other aspects of change **Vocabulary** **Puberty, attracted, self-esteem, changes, grief, bereavement, conception, pregnancy, committed, consenting, sexual intercourse**

Health and Wellbeing : Keeping Safe						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

I know how to identify rules that help me keep safe and healthy beyond the home using technology. I know how to give some examples of rules to keep safe online. I know some simple examples of my personal information (e.g. name address, birthday, age, location) I know who would be trustworthy to share my personal information with and can explain why they are trusted. I know that online or off-line, that anyone can 'no' 'please stop' 'I'll tell /ask' to somebody who makes them feel, sad, uncomfortable, embarrassed or upset. **Vocabulary** **Off/online, safe trust, uncomfortable, sad, embarrassed, rules, information**	I know why some things have age restrictions e.g. TV and films, games, toys or play areas. I know how rules can help to keep us safe. . I know how to identify and explain the basic rules for keeping safe online. I know that there may be people online who could make me feel sad, embarrassed or upset. I know how to behave online in ways that do not upset others and can give examples. I know who to tell if I see something online that makes me feel unhappy, worried or scared. I know why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others	I know how to recognise risk in everyday situations e.g. road, water, rail safety, medicines. I know how to keep myself safe in familiar and unfamiliar environments such as in school, online and in the community. I know who I should ask before sharing things about myself or others online I know different ways to ask for, give or deny my permission online and know who can help me if I am not sure. I can identify potential unsafe situations and know the steps that I can take to avoid or remove myself from these situations. I know how to keep myself safe at home in relation to electrical appliances, fire safety, medicines, household products. I know about things that people can put into their body or onto their skin (medicines or creams)	I can identify typical hazards at home and in school. I know how to predict, assess and manage risk in everyday situation e.g. crossing the road, running in the playground, kitchen I know about fire safety at home including the need for smoke alarms. I understand the importance of following safety rules from parents and other adults. I know how to keep myself safe in the local environment or unfamiliar places including road, rail, water and fire safety. **Vocabulary** **Hazards, risks, safety, rules, environment**	I understand the importance of taking medicines correctly and using household products safely. I can recognise what is meant by a 'drug' I know that drugs common to everyday life e.g. cigarettes, vaping, alcohol and medicines can affect health and well-being. I know how to ask for help or advice if I am worried. I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. I can identify some of the risks associated with drugs common to everyday life I know that for some people drugs can become a habit which is difficult to break.	I can identify when situations are becoming risky, unsafe or an emergency. I can identify occasions where I can take responsibility for my own safety. I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour. I know how to deal with common injuries using basic first aid techniques I know how to respond in an emergency, including when and how to contact different emergency services. I know that female genital mutilation (FGM) is against British Law I know what to do and whom to tell if I think myself or someone might be at risk of (FGM)	I know how to protect personal information online I can identify the potential risks of personal information being misused. I know strategies I can use for dealing with requests for personal information or images of myself. I can identify types of images that are appropriate to share with others and those which might not be appropriate. I understand that images or texts can be quickly shared with others, even when they are only sent to one person and I understand what the impact of this might be. I know what to do if I take, share or come across an image which may upset, hurt or embarrass me or others.

	Vocabulary **Off/Online, trust, trusted restrictions, safe, Bullying, personal information uncomfortable, sad, embarrassed, upset**	and how these can affect how people feel. I know what to do if there is an accident and someone is hurt. I know about people whose job it is to keep us safe. I know what to do if there is an accident and someone is hurt. I know about people whose job it is to keep us safe. I know how to get help in an emergency including how to dial 999 and what to say. **Vocabulary** **Medicines, safety, unsafe, danger, accident, emergency, permission**		**Vocabulary** **Medicines, drug, cigarettes, vaping**	**Vocabulary** **Unsafe, emergency, risk, injuries, FGM.**	I know how to report the misuse of personal information or sharing of upsetting content/ images online. I know about the different age rating systems for social media I understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play. I know about the risks and effects of different drugs. I know about the laws relating to drugs that are common to everyday life and illegal drugs. I recognise why people choose to use/not use drugs including nicotine, alcohol and medicines as well as illegal drugs. I know about the organisations where people can get help and

						support concerning drug use. I know how to ask for help if I have concerns regarding drug use. I understand about the mixed messages in the media relating to drug use and how this might influence opinions and decisions. **Vocabulary** **online, images, text, inappropriate, share, restrictions, laws, drugs, organisations, media**

Living in the wider world: Money and work

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I understand that everyone has different strengths in and out of school. I know about people whose job it is to help us in the community I know about the different jobs and work that people do. **Vocabulary:** **Strengths, interests, community, jobs, work**	I know what money is and its different forms e.g. coins, notes and ways of paying for things debit cards, electronic payments. I know how money can be kept and looked after and the different ways people spend money. I know that people are paid money for the job that they do. I can recognise the difference between needs and wants. I understand how people make choices about spending money, including thinking about needs and wants. **Vocabulary:** **Debit cards, electronic payments, choices, currency, jobs, banks, savings, money, spending**	I know about the jobs that people have from different sectors e.g. professionals, business, construction etc I know that people can have more than one job at once or over their lifetime. know about the common myths and gender stereotypes related to work I am able to challenge stereotypes through my knowledge or role models in different fields of work. I know about some of the skills needed to do a job such as teamwork and decision making. I can recognise my own interests, skills and achievements and how these might link to future jobs.	I understand that people make different spending decisions based on their budget, values and needs. I know how to keep track of money and why it is important to know how much is being spent. I know about the different ways to pay for things such as cash, cards, e payment and the reasons for using them. **Vocabulary** **Budgets, value, payment, charities**	I can identify jobs that I might like to do in the future. I understand the role ambition can play in achieving a future career. I understand how or why someone might choose a certain career. I understand what might influence people's decisions about a job/ career, including pay, working conditions, personal interests, strengths and qualities, family, values I understand the importance of diversity and inclusion to promote people's career opportunities. I know about stereotyping in the workplace, it's impact and how to challenge it. I know that there are a variety of routes into	I understand the role that money plays in people's lives. I understand that people have different attitudes to money and what influences decisions about money. I understand what 'value for money' means and I can judge if something is value for money. I know how companies encourage customers to buy things and why it is important to be a critical consumer. I understand how having/not having money can impact on a person's emotions, health and wellbeing. I know about the common risks associated with money including debt, fraud and gambling.

			I am able to set my own goals of what I would like to achieve this year e.g. learn a new skill **Vocabulary,** **Choices, jobs, vocation, myths, stereotypes, teamwork, achievements**		work e.g. college, apprenticeships, university, training **Vocabulary** **Ambition, career, stereotypes**	I know how money can be gained or lost e.g. stolen, scams, gambling etc and I know how this puts people at financial risk. I know how to get help if I am concerned about gambling or other financial risks. **Vocabulary** **Finances, risk, gambling**

Living in the Wider world: Media Literacy and Digital Resilience						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know how and why people use the internet. I understand the benefits of using the internet and digital devices. I know how people find things out and communicate safely with others online. **Vocabulary:** **Internet, digital, devices, safety, online,**	I know about the different ways in which people can access the internet e.g. phones, tablets, computers I understand the purpose and value of the internet in everyday life. I know that some content on the internet is factual and some is for entertainment e.g. news, games, videos I know that information online might not always be true. **Vocabulary:** **Internet, purpose, value, content, recognise,**	I understand how the internet can be used positively for leisure, school or for work. I know that images and information online can be altered or adapted and the reasons for why this happens. I have developed strategies to recognise whether something I see online is true or accurate. I am able to evaluate whether a game is suitable to play, or a website is appropriate for my age group. I can make safe, reliable choices from search results. I know how to report something that I have seen or experienced online that concerns me	I know that everything shared online has a digital footprint. I know that organisations can use personal information to encourage people to buy things. I know what online adverts look like. I am able to compare content shared for factual purposes and for advertising. I understand why people might choose to buy or not buy something online e.g. from seeing an advert I know that search engines are ordered based on the popularity of the website and that this can affect what information people access.	I can identify different types of media and discuss their purposes e.g. to entertain, inform, persuade or advertise. I have developed strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion or is biased. I know that some media and online content promote stereotypes. I know how to assess which search results are more reliable than others. I can recognise unsafe or suspicious content online. I understand how devices store and share information.	I know about the benefits of safe internet use e.g. learning, connecting, communicating I know how and why images online might be manipulated, altered or faked. I know how to recognise when images might have been altered. I know why people choose to communicate through social media and some of the risks and challenges of doing so. I know that social media sites have age restrictions and regulations for use. I know the reasons why some media and online content is not appropriate for children

			e.g. images, content, unkind or inappropriate communication. **Vocabulary** **Leisure, online, reliable, websites, choices,**	**Vocabulary** **Digital footprint, organisations, online,**	**Vocabulary** **Identity, purpose, fact, opinion, stereotypes.** **Reliable information,**	I know how online content can be designed to manipulate people's emotions and encourage them to read or share things. I understand that there are rules and laws to this I know how to recognise what is appropriate to share online. I know how to report inappropriate online content. **Vocabulary** **Contacting, communicating, safety, social media, sharing, age restrictions, connecting**

Living in the wider world: Belonging to a Community						
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I understand the rules for different situations e.g. super star rules in school, rules at home, rules outside. I understand that people are different and have differing needs. I know how to care for people, animals and other living things in different ways. I know how I can help to look after the environment e.g. recycling . **Vocabulary:** **Rules, care, environment, recycling, differences**	I understand what it means to be part of a group and the role that I play in these groups e.g. class, teams, faith groups. I understand about the responsibilities I have in school and the wider community. I understand how a community can help people from different groups to feel included. I recognise the ways in which we are the same and different to others in our community and that we are all equal. **Vocabulary:** **Groups, roles, teams, faiths, responsibilities, community, equal**	I understand the reason for rules and laws in wider society. I understand the importance of abiding by the law and what might happen if rules and laws are broken. I know what human rights are and how they protect people I can identify basic examples of human rights including the rights of children. I understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn. **Vocabulary** **Laws, society, human rights, responsibilities, police.**	I understand the meaning and benefits of living in a community. I understand that I belong to different communities as well as the school community. I know about the different groups that make up and contribute to a community. I know that there are individuals and groups that help the local community including volunteers. I am able to show compassion towards others in need and understand the shared responsibilities of caring for them. **Vocabulary** **Community, belonging, differences,**	I understand how resources are allocated and the effect this has on individuals, communities and the environment. I understand the importance of protecting the environment and how everyday actions can either support or damage it. I am able to show compassion for the environment, animals and other living things. I know about the way that money is spent and how it affects the environment. I am able to express my own opinions about my responsibility towards the environment.	I know what prejudice means. I understand the difference between prejudice and discrimination. I know how to recognise acts of discrimination. I have developed strategies to safely respond to and challenge discrimination. I can recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. I know how stereotypes are perpetuated and how to challenge this. **Vocabulary**

				volunteering, compassion, responsibilities	**Vocabulary Resources, protecting, environment, actions, compassion, responsibility**	**Prejudice, discrimination, challenge, stereotypes, influence.**

PSHE Association Programme of Study for PSHE Education (Key stages 1–5), Jan 2020.pdf

20. Review

This policy will be reviewed annually by the Policy Owner.