

# Townhill Infant School



H A M W I C  T R U S T  
EDUCATION

## Relationships Education and Health Education Policy

2025-2026

Date reviewed	September 2025
Governors approved	
Date of next review	September 2026



## **INTRODUCTION AND STATUTORY GUIDANCE**

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2020. The policy has been produced in partnership with Hamwic Education Trust.

As a primary school we are required to teach Relationships Education and Health Education (RHE).

Parents will be consulted on the policy in the summer term 2020. (Due to the Covid-19 pandemic, schools may need to delay the consultation process until schools re-open. In this case, consultation will take place during the first month of schools reopening.)

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Townhill Infant 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](#).

## **DEFINITIONS AND KEY AREAS OF TEACHING**

### **Relationship Education**

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of;

- Be polite and kind to everyone
- Respect and embrace differences
- Behave and act in a sensible manner
- Listen and make the right positive choices
- Always share and be a good friend
- Always try our best
- Tell the truth and take responsibility for your actions
- Take care of the school and the wider environment

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 1), under the broad headings of

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

Relationship and Sex Education is about the physical, moral and emotional development. It supports their understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

Relationship and Sex Education has three main elements:

Attitudes and Values:

- Learning the importance of values and moral considerations
- Learning the value of family life, respectful relationships and communities
- Learning the value of love, respect and care

Personal and Social Skills:

- Learning to manage emotions and relationships confidently and sensitively.
- Developing empathy and self-respect.
- Learning to make choices without prejudice
- Appreciating the consequences of choices made
- Managing conflict
- Recognizing and avoiding exploitation and abuse
- Being safe online and accessing safe media
- Physical health and fitness
- Mental wellbeing

Knowledge and understanding:

- Learning about and understanding physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- Lessons are delivered, planned, prepared and resourced in an age appropriate way. For example, we teach keeping clean and transfer of germs which lays the foundations for later key stages to build on sexually transmitted disease later in their school curriculum.

### **The Science Curriculum - body changes and life cycles**

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools. At Townhill Infant school, children will be taught about puberty as set out in the expectations of the science National Curriculum in key stage 1.

Our Science Curriculum at Key Stage 1 follows the National curriculum. We cover the following areas as part of our embedded curriculum:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

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.
- 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.
- Where a question relates to RSE beyond the scientific teaching, children will be advised to ask their parents or carers.

### **Planning and teaching**

The combined PSHE and Citizenship framework at Foundation Stage and Key Stage 1 is developed through four broad themes and makes clear what is appropriate within these. At Townhill Infants we will focus on the following;

- developing confidence and responsibility and making the most of pupils' abilities
- preparing to play an active role as citizens
- developing a healthier, safer lifestyle
- developing good relationships and respecting differences between people in line with prevent

At Infant school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty
- develop happy, secure, respectful and appropriate relationships both online and in the real world

It is essential that we help our pupils develop in confidence in talking, listening and thinking about sex and relationships. We are aware teachers and other staff may need to overcome their own anxieties and embarrassment to do this effectively. Partnership between school and parents is the key to success. We aim to use a number of teaching strategies that can help this, including:

- establishing ground rules with their pupils
- using 'distancing' techniques
- knowing how to deal with unexpected questions or comments from pupils
- using discussion and project learning methods and appropriate materials and encouraging reflection

### **Physical Health and mental wellbeing**

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the range of emotions we experience. Pupils will be taught about moderation, including online screen time and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 2), under the broad headings of

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

### **RELATIONSHIPS AND HEALTH CURRICULUM DELIVERY**

Relationships and Health Education (RHE) is taught through weekly lessons linked to the schools SMSC 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 3.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).

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 differentiated appropriately.

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

In Southampton, we are aware of that the locality reports lower happiness than the national picture, 26% of the area are reported to live in poverty, there is a need to improve children's dental hygiene, that there is an increase in the elderly population and an increase in those with diabetes.

## **ROLES AND RESPONSIBILITIES**

### **The governing body**

The governing body will consult parents, suggest amendments to the head teacher and approve the RHE policy. They will hold the head teacher to account for its implementation.

### **The head teacher**

The head teacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Head teacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about Health and prevention).

### **Staff**

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance to their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the head teacher.

The leader for RHE at Townhill Infant School is Beverly Corbin

### **Pupils**

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

## **TRAINING**

The staff are trained in the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

The head teacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RHE.

## **MONITORING OF RHE**

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny
- Lesson observation

- Analysis of pupils work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be review annually and will require approval by the governing body.

#### **APPENDIX 1 – Expectations for Relationships Education**

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• Those 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 relationship, 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<sup>1</sup> 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>
<b>Caring friendships</b>	<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>
<b>Respectful relationships</b>	<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> <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>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<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>
<b>Being safe</b>	<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>

**APPENDIX 2 – EXPECTATIONS OF HEALTH EDUCATION**

<b>Mental Wellbeing</b>	<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>
<b>Internet safety and harms</b>	<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> <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>
<b>Physical Health and Fitness</b>	<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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Healthy Eating</b>	<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>
<b>Drugs, alcohol and tobacco</b>	<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>
<b>Health and prevention</b>	<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> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic First Aid</b>	<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>

## APPENDIX- 2

### LONG REM OVERVIEW

<b>Statutory statements</b>	<b>Where it is taught in Townhill</b>
<b>Families and people who care for me</b>	
<ul style="list-style-type: none"> <li>- Families are important for children growing because they can give love, security and stability</li> </ul>	<ul style="list-style-type: none"> <li>- People who care for us (families) assembly Autumn</li> <li>- Families topic year R</li> <li>- Year 2 – Science-Living things and their habitats identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>

<ul style="list-style-type: none"> <li>- The characteristics of healthy family life spending time together and sharing each other's lives</li> </ul>	<ul style="list-style-type: none"> <li>- People who care for us (families) assembly Autumn</li> <li>- Marvelous Me- celebrating success with family</li> <li>- Science Year 2 – Living things and their habitats- Living things and their habitats identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>
<ul style="list-style-type: none"> <li>- That others' families sometimes look different from their family but they should respect those differences and know that other children's families are also characterized by love and care.</li> </ul>	<ul style="list-style-type: none"> <li>- People who care for us (families) assembly Autumn</li> <li>- The Family Book- assembly Autumn</li> <li>- Science Year 2 – Living things and their habitats- Living things and their habitats identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>
<ul style="list-style-type: none"> <li>- That stable, caring relationships are at the heart of happy families</li> </ul>	<ul style="list-style-type: none"> <li>- People who care for us (families) assembly Autumn</li> <li>- The Family Book- assembly Autumn</li> <li>- Families topic Year R</li> <li>- Showing kindness to others assembly Autumn</li> </ul>
<ul style="list-style-type: none"> <li>- That marriage represents formal and legally recognized commitment of two people which is intended to be life long</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<ul style="list-style-type: none"> <li>- How to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Year R- people who help us</li> <li>- People who care for us (families) assembly Autumn</li> <li>- Who can we trust assembly Autumn</li> <li>- Secrets – what is a good secret? What shouldn't we keep a secret? Assembly Autumn</li> <li>- Who can I speak to if I need to assembly Autumn</li> </ul>
<p><b>Caring Friendships</b></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> </ul>	<ul style="list-style-type: none"> <li>- Friendships assembly Autumn</li> <li>- Showing kindness to others assembly Autumn</li> <li>- Courtesy and manners assembly Autumn</li> <li>- Sharing and co-operation assembly Spring</li> </ul>

	<ul style="list-style-type: none"> <li>- SMSC planning Autumn 2 Friendship and respect</li> </ul>
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>- Friendships assembly Autumn</li> <li>- Showing kindness to others assembly Autumn</li> <li>- Courtesy and manners assembly Autumn</li> <li>- Making good choices assembly Spring</li> <li>- SMSC planning caring and sharing</li> <li>- SMSC planning Play summer 2</li> <li>- SMSC planning Friendship and respect Autumn 2</li> <li>- RE topic- Authority</li> </ul>
<ul style="list-style-type: none"> <li>- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	<ul style="list-style-type: none"> <li>- Friendships assembly Autumn</li> <li>- Courtesy and manners assembly Autumn</li> <li>- Making good choices assembly Spring</li> <li>- How does my behavior affect others assembly Spring</li> <li>- Taking responsibility assembly Spring</li> <li>- SMSC planning caring and sharing</li> <li>- SMSC planning Play summer 2</li> <li>- SMSC planning Friendship and respect Autumn</li> <li>- Give me 5 rules ( behavior policy)</li> </ul>
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>- Friendships assembly Autumn</li> <li>- Showing kindness to others assembly Autumn</li> <li>- SMSC planning Play summer 2</li> <li>- SMSC planning Friendship and respect Autumn</li> </ul>
<ul style="list-style-type: none"> <li>- How to recognize 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>	<ul style="list-style-type: none"> <li>- Friendships assembly Autumn</li> <li>- Who can we trust assembly Autumn</li> <li>- Secrets – what is a good secret? What shouldn't we keep a secret? Assembly Autumn</li> <li>- RE -Authority</li> </ul>
<b>Respectful relationships</b>	
<ul style="list-style-type: none"> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Showing kindness to others assembly Autumn</li> <li>- Courtesy and manners assembly Autumn</li> <li>- Respect – it's a 2 way thing! Autumn assembly</li> <li>- Making good choices assembly Spring</li> <li>- How does my behavior affect others assembly Spring</li> <li>- SMSC planning Play – summer 2</li> <li>- SMSC planning responsibility Autumn 2</li> <li>- SMSC planning Friendship and respect Autumn 2</li> </ul>

<ul style="list-style-type: none"> <li>- The importance of respecting others even when they are very different from them, or make different choices, or have different preferences or beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- Showing kindness to others assembly Autumn</li> <li>- Courtesy and manners assembly Autumn</li> <li>- Respect – it’s a way thing! Autumn assembly</li> <li>- Respecting others – celebrating differences Assembly spring</li> <li>- SMSC planning working together summer 1</li> <li>- The family Book – assembly Autumn</li> <li>- RE- Special places- Year 1</li> <li>- RE – Belief Year 2</li> <li>- Re- God- Year 2</li> </ul>
<ul style="list-style-type: none"> <li>- The conventions of courtesy and manners</li> </ul>	<ul style="list-style-type: none"> <li>- Showing kindness to others assembly Autumn</li> <li>- Courtesy and manners assembly Autumn</li> <li>- Respect – it’s a way thing! Autumn assembly</li> <li>- Making good choices assembly Spring</li> <li>- How does my behavior affect others assembly Spring</li> <li>- SMSC planning Play summer 2</li> <li>- SMSC planning responsibility Autumn 2</li> <li>- SMSC planning Working together summer 1</li> </ul>
<ul style="list-style-type: none"> <li>- The importance of self-respect and how this links to their own happiness</li> </ul>	<ul style="list-style-type: none"> <li>- Showing kindness to others assembly Autumn</li> <li>- Courtesy and manners assembly Autumn</li> <li>- Respect – it’s a way thing! Autumn assembly</li> <li>- I am great assembly Autumn assembly</li> <li>- SMSC planning The power of positivity Autumn 1</li> <li>- SMSC planning- The Power of YET</li> </ul>
<ul style="list-style-type: none"> <li>- That in school and in the 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> </ul>	<ul style="list-style-type: none"> <li>- Showing kindness to others assembly Autumn</li> <li>- Courtesy and manners assembly Autumn</li> <li>- Respect – it’s a way thing! Autumn assembly</li> <li>- I am great assembly Autumn assembly</li> <li>- SMSC planning reponsibility Autumn 1</li> <li>- SMSC planning Working together summer 1</li> <li>- RE Authority Year 2</li> </ul>
<ul style="list-style-type: none"> <li>- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help</li> </ul>	<ul style="list-style-type: none"> <li>- Respect – it’s a 2-way thing! Autumn assembly</li> <li>- Making good choices assembly Spring</li> <li>- How does my behavior affect others assembly Spring</li> <li>- Who can we trust assembly Autumn 1</li> </ul>

	<ul style="list-style-type: none"> <li>- Display in classroom of who they can ask for help in school ( safeguarding)</li> </ul>
<ul style="list-style-type: none"> <li>- The importance of permission seeking and giving in relationships with friends, peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>- Showing kindness to others assembly Autumn</li> <li>- Courtesy and manners assembly Autumn</li> <li>- RE authority Year 2</li> </ul>
<b>Online Relationships</b>	
<ul style="list-style-type: none"> <li>- That people sometimes behave differently online, including by pretending to be someone they are not</li> </ul>	<ul style="list-style-type: none"> <li>- E-safety how to keep safe online – internet assembly Spring</li> <li>- E safety how to keep safe online – games and social media assembly Spring</li> <li>- Computing planning warm up questions</li> <li>- Computing Curriculum- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>-</li> </ul>
<ul style="list-style-type: none"> <li>- That the same principles apply to online relationships as face to face relationships, including the importance of respect for others online</li> </ul>	<ul style="list-style-type: none"> <li>- Who can we trust assembly Autumn</li> <li>- E-safety how to keep safe online – internet assembly Spring</li> <li>- E safety how to keep safe online – games and social media assembly Spring</li> <li>- Computing planning warm up questions</li> <li>- Computing curriculum- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
<ul style="list-style-type: none"> <li>- The rules and principles for keeping safe online, how to recognize risks, harmful content and contact and how to report them</li> </ul>	<ul style="list-style-type: none"> <li>- Who can we trust assembly Autumn</li> <li>- E-safety how to keep safe online – internet assembly Spring</li> <li>- E safety how to keep safe online – games and social media assembly Spring</li> <li>- Computing planning warm up questions</li> <li>- Computing Curriculum- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>- Yr R computing - identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>- Yr 1 and 2 Computing- use technology safely and respectfully, keeping personal information private; identify where to go for</li> </ul>

	help and support when they have concerns about content or contact on the internet or other online technologies
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>- E-safety how to keep safe online – internet assembly Spring</li> <li>- E safety how to keep safe online – games and social media assembly Spring</li> <li>- Computing planning warm up questions</li> <li>- Computing Curriculum- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
<ul style="list-style-type: none"> <li>- How information and data is shared and used online</li> </ul>	<ul style="list-style-type: none"> <li>- E-safety how to keep safe online – internet assembly Spring</li> <li>- E safety how to keep safe online – games and social media assembly Spring</li> <li>- Computing planning warm up questions</li> <li>- Yr 1 and 2 Computing- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>-</li> </ul>
<b>Being Safe</b>	
<ul style="list-style-type: none"> <li>- What sort of boundaries are appropriate in friendships with peers and others</li> </ul>	<ul style="list-style-type: none"> <li>- Who can I speak to if I need to assembly Autumn</li> <li>- It's my body (NSPCC) assembly Autumn</li> <li>- How does my behavior affect others assembly Spring</li> <li>- Display in classroom of who they can ask for help in school ( safeguarding)</li> <li>- SMSC planning Play Summer 2</li> </ul>
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>- Who can I speak to if I need to assembly Autumn</li> <li>- Who can we trust assembly Autumn</li> <li>- Secrets – what is a good secret? What shouldn't we keep a secret? Assembly Autumn</li> <li>- It's my body (NSPCC) assembly Autumn</li> </ul>
<ul style="list-style-type: none"> <li>- That each person's body belongs to them, and that the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> </ul>	<ul style="list-style-type: none"> <li>- Who can I speak to if I need to assembly Autumn</li> <li>- Who can we trust assembly Autumn</li> <li>- It's my body (NSPCC) assembly Autumn</li> </ul>

<ul style="list-style-type: none"> <li>- How to respond safely and appropriately to adults they may encounter whom they do not know</li> </ul>	<ul style="list-style-type: none"> <li>- Who can I speak to if I need to assembly Autumn</li> <li>- Who can we trust assembly Autumn</li> <li>- Computing Curriculum- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>- Who do I call in an emergency Assembly</li> </ul>
<ul style="list-style-type: none"> <li>- How to recognize and report feelings of being unsafe or feeling bad about any adult</li> </ul>	<ul style="list-style-type: none"> <li>- Who can I speak to if I need to assembly Autumn</li> <li>- Who can we trust assembly Autumn</li> <li>- Secrets – what is a good secret? What shouldn't we keep a secret? Assembly Autumn</li> <li>- It's my body (NSPCC) assembly Autumn</li> <li>- Childline assembly and display</li> <li>- Who do I call in an emergency assembly</li> <li>- Display in classroom of who they can ask for help in school (safeguarding)</li> <li>-</li> </ul>
<ul style="list-style-type: none"> <li>- How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> </ul>	<ul style="list-style-type: none"> <li>- Who can I speak to if I need to assembly Autumn</li> <li>- Who can we trust assembly Autumn</li> <li>- Secrets – what is a good secret? What shouldn't we keep a secret? Assembly Autumn</li> <li>- Display in classroom of who they can ask for help in school (safeguarding)</li> <li>- Childline assembly and display</li> </ul>
<ul style="list-style-type: none"> <li>- How to report concerns or abuse and the vocabulary and confidence needed to do so</li> </ul>	<ul style="list-style-type: none"> <li>- Who can I speak to if I need to assembly Autumn</li> <li>- Who can we trust assembly Autumn</li> <li>- Secrets – what is a good secret? What shouldn't we keep a secret? Assembly Autumn</li> <li>- Display in classroom of who they can ask for help in school (safeguarding)</li> <li>- Childline assembly and display</li> </ul>
<ul style="list-style-type: none"> <li>- Where to get advice</li> </ul>	<ul style="list-style-type: none"> <li>- Who can I speak to if I need to assembly Autumn</li> <li>- Who can we trust assembly Autumn</li> <li>- Secrets – what is a good secret? What shouldn't we keep a secret? Assembly Autumn</li> <li>- It's my body (NSPCC) assembly Autumn</li> <li>- Display in classroom of who they can ask for help in school (safeguarding)</li> <li>- Who do I call in an emergency assembly</li> </ul>

	<ul style="list-style-type: none"> <li>- Childline assembly and display</li> </ul>
<b>Mental well being</b>	
<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> </ul>	<ul style="list-style-type: none"> <li>- I am great assembly Autumn</li> <li>- Understanding emotions- range of emotions, how do I know how I am feeling Assembly Spring</li> <li>- Controlling emotions – what can I do to help myself? Assembly Spring</li> <li>- Well-being – Understanding emotion Spring</li> <li>- SMSC planning Emotions Autumn 2</li> <li>- SMSC planning Happiness Autumn 1</li> <li>- SMSV planning Mindfulness Spring 1</li> </ul>
<ul style="list-style-type: none"> <li>- That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>	<ul style="list-style-type: none"> <li>- I am great assembly Autumn</li> <li>- Expressing emotions – talk about their own and others’ feelings assembly Autumn</li> <li>- Understanding emotions- range of emotions, how do I know how I am feeling Assembly Spring</li> <li>- Controlling emotions – what can I do to help myself? Assembly Spring</li> <li>- SMSC planning Emotions Autumn 2</li> <li>- SMSC planning Happiness Autumn 1</li> </ul>
<ul style="list-style-type: none"> <li>- How to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing emotions – talk about their own and others’ feelings assembly Autumn</li> <li>- Understanding emotions- range of emotions, how do I know how I am feeling Assembly Spring</li> <li>- Controlling emotions – what can I do to help myself? Assembly Spring</li> <li>- SMSC planning Emotions Autumn 2</li> <li>- SMSC planning Happiness Autumn 1</li> <li>- SMSV planning Mindfulness Spring 1</li> </ul>
<ul style="list-style-type: none"> <li>- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing emotions – talk about their own and others’ feelings assembly Autumn</li> <li>- Understanding emotions- range of emotions, how do I know how I am feeling Assembly Spring</li> <li>- Controlling emotions – what can I do to help myself? Assembly Spring</li> <li>- SMSC planning Emotions Autumn 2</li> <li>- SMSC planning Happiness Autumn 1</li> <li>- SMSV planning Mindfulness Spring 1</li> </ul>
<ul style="list-style-type: none"> <li>- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness</li> </ul>	<ul style="list-style-type: none"> <li>- Controlling emotions – what can I do to help myself? Assembly Spring</li> <li>- Is it good for me to run assembly Summer</li> </ul>

<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Apple or Chocolate ( healthy eating) assembly summer</li> <li>- Yr 2 Science- Animals including Humans- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>
<ul style="list-style-type: none"> <li>- Simple self-care techniques, including the importance of rest, time spend with friends and family and the benefits of hobbies and interests</li> </ul>	<ul style="list-style-type: none"> <li>- I am great – self-respect assembly Autumn</li> <li>- Controlling emotions – what can I do to help myself? Assembly Spring</li> <li>- SMSC planning Mindfulness Spring 1</li> <li>- Year R- Self-help Curriculum in EYFS</li> <li>- After school clubs</li> <li>- Enrichment weeks</li> </ul>
<ul style="list-style-type: none"> <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>-</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing emotions – talk about their own and others’ feelings assembly Autumn</li> <li>- Understanding emotions- range of emotions, how do I know how I am feeling Assembly Spring</li> <li>- Controlling emotions – what can I do to help myself? Assembly Spring</li> </ul>
<ul style="list-style-type: none"> <li>- That bullying has a negative and often lasting impact on mental well being</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Friendships assembly Autumn</li> <li>- Anti-bullying week</li> <li>- School behavior policy</li> </ul>
<ul style="list-style-type: none"> <li>- Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing emotions – talk about their own and others’ feelings assembly Autumn</li> <li>- Understanding emotions- range of emotions, how do I know how I am feeling Assembly Spring</li> <li>- Controlling emotions – what can I do to help myself? Assembly Spring</li> </ul>
<ul style="list-style-type: none"> <li>- It is common for people to experience mental ill health. For many people who do, the problems can be easily resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<ul style="list-style-type: none"> <li>- Who can I speak to if I need to assembly Autumn</li> <li>- Expressing emotions – talk about their own and others’ feelings assembly Autumn</li> <li>- Understanding emotions- range of emotions, how do I know how I am feeling Assembly Spring</li> <li>- Controlling emotions – what can I do to help myself? Assembly Spring</li> </ul>
<b>Internet safety and harms</b>	

<ul style="list-style-type: none"> <li>- That for most people the internet is an integral part of life and has many benefits</li> </ul>	<ul style="list-style-type: none"> <li>- E-safety how to keep safe online – internet assembly Spring</li> <li>- E safety how to keep safe online – games and social media assembly Spring</li> <li>- Computing warm up questions</li> </ul>
<ul style="list-style-type: none"> <li>- About the benefits of rationing time spent online, the risks of excessive time spend on electronic devices and the impact of positive and negative content online on their own and others’ mental physical well being</li> </ul>	<ul style="list-style-type: none"> <li>- E-safety how to keep safe online – internet assembly Spring</li> <li>- E safety how to keep safe online – games and social media assembly Spring</li> <li>- Computing warm up questions</li> </ul>
<ul style="list-style-type: none"> <li>- How to consider the effect of their online actions on others and know how to recognize and display respectful behavior online and the importance of keeping personal information private</li> </ul>	<ul style="list-style-type: none"> <li>- E-safety how to keep safe online – internet assembly Spring</li> <li>- E safety how to keep safe online – games and social media assembly Spring</li> <li>- Computing warm up questions</li> <li>- Yr 1 and 2 Computing- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
<ul style="list-style-type: none"> <li>- Why social media, some computer games and online gaming, for example, are age restricted</li> </ul>	<ul style="list-style-type: none"> <li>- E-safety how to keep safe online – internet assembly Spring</li> <li>- E safety how to keep safe online – games and social media assembly Spring</li> <li>- Computing warm up questions</li> </ul>
<ul style="list-style-type: none"> <li>- That the internet can also be a negative place where online abuse, trolling, bullying, harassment can take place, which can have a negative impact on mental health</li> </ul>	<ul style="list-style-type: none"> <li>- E-safety how to keep safe online – internet assembly Spring</li> <li>- E safety how to keep safe online – games and social media assembly Spring</li> <li>- Computing warm up questions</li> <li>- Yr 1 and 2 Computing- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
<ul style="list-style-type: none"> <li>- Where and how to report concerns and get support with issues online</li> </ul>	<ul style="list-style-type: none"> <li>- E-safety how to keep safe online – internet assembly Spring</li> <li>- E safety how to keep safe online – games and social media assembly Spring</li> <li>- Computing warm up questions</li> <li>- Yr 2 Computing- identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>

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<b>Physical health and fitness</b>	
<ul style="list-style-type: none"> <li>- The characteristics and mental and physical benefits of an active lifestyle</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation – sport and Olympics Spring Assembly</li> <li>- Is it good for me to run (benefits of exercise) Summer assembly</li> <li>- Throughout PE warm ups and inputs</li> <li>- Yr 2 Science- Animals including Humans- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>- PE KS 1- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>-</li> </ul>
<ul style="list-style-type: none"> <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>-</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation – sport and Olympics Spring Assembly</li> <li>- Is it good for me to run (benefits of exercise) Summer assembly</li> <li>- Throughout PE warm ups and inputs</li> <li>- Twice a week PE Sessions</li> <li>- PE be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> <li>- PE KS 1- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>
<ul style="list-style-type: none"> <li>- The risks associated with an inactive lifestyle (including obesity)</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation – sport and Olympics Spring Assembly</li> <li>- Is it good for me to run (benefits of exercise) Summer assembly</li> <li>- Throughout PE warm ups and inputs</li> </ul>
<ul style="list-style-type: none"> <li>- How and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation – sport and Olympics Spring Assembly</li> <li>- Is it good for me to run (benefits of exercise) Summer assembly</li> </ul>

<b>Healthy Eating</b>	
<ul style="list-style-type: none"> <li>- What constitutes a healthy diet (including calories and other nutritional content)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- DT – Year 1 Fruit kebabs</li> <li>- DT Year 2 Healthy Wraps</li> <li>- Balanced diet- assembly</li> <li>- Yr 2 Science- Animals including Humans- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>- DT KS 1- use the basic principles of a healthy and varied diet to prepare dishes</li> <li>- DT KS1 -understand where food comes from.</li> </ul>
<ul style="list-style-type: none"> <li>- The principles of planning and preparing a range of healthy meals</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- DT – Year 1 Fruit kebabs</li> <li>- DT Year 2 Healthy Wraps</li> <li>- SMSC planning Emotions Autumn 2</li> <li>- SMSC planning Happiness Autumn 1</li> <li>- SMSV planning Mindfulness Spring 1</li> <li>- DT KS 1- use the basic principles of a healthy and varied diet to prepare dishes</li> <li>- DT KS1 -understand where food comes from.</li> </ul>
<ul style="list-style-type: none"> <li>- The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours</li> </ul>	<ul style="list-style-type: none"> <li>- DT – Year 1 Fruit kebabs</li> <li>- DT Year 2 Healthy Wraps</li> <li>- Yr 2 Science- Animals including Humans- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>-</li> </ul>
<b>Drugs, alcohol and tobacco</b>	
<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>	<ul style="list-style-type: none"> <li>- Drugs –what can I take Assembly Summer</li> <li>- Visit from school nurse</li> <li>-</li> </ul>
<b>Health Prevention</b>	
<ul style="list-style-type: none"> <li>- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping safe in the sun assembly Spring</li> </ul>
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>- Science animals including humans year 1 and year 2</li> </ul>
<ul style="list-style-type: none"> <li>- About dental health and the benefits of good oral hygiene and dental flossing, including regular check—ups at the dentist</li> </ul>	<ul style="list-style-type: none"> <li>- Year R- looking after myself</li> <li>- Self-help element of EYFS</li> <li>- Year R- How to brush my teeth properly</li> <li>- Year 1- Instructions for brushing my teeth</li> </ul>

- The facts and science relating to allergies, immunization and vaccination	- Drugs what can I take assembly Summer - Flu vaccination- PowerPoint why this given
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing -	- Virus PowerPoint shared with children - Regular handwashing in school – why this is important - Self-help element of EYFS
<b>Basic First Aid</b>	
- How to make a clear and efficient call to emergency services if necessary	- Who do I call in an emergency – 999 Spring assembly - Air ambulance visit assembly
- Concepts of basic first-aid, for example dealing with common injuries including head injuries	- What do I do if someone has hurt themselves- assembly - Know where to go if they are hurt in school (First Aid) - 999 assembly ( how to contact emergency service)
<b>Living in the wider world</b>	
- about what rules are, why they are needed, and why different rules are needed for different situations	- school behavior Policy - Embedded British values for example voting - Rules during PE foe example keeping safe - Year 2 RE- authority
- how people and other living things have different needs; about the responsibilities of caring for them	- Showing kindness to others assembly Autumn - Courtesy and manners assembly Autumn - Respect – it’s a way thing! Autumn assembly - I am great assembly Autumn assembly - SMSC planning Emotions Autumn 2 - SMSC planning- Big Wide World - Science Year 2 – Living things and their habitats- Living things and their habitats identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - SMSC planning- responsibility
- about things they can do to help look after their environment	- Recycling in school - Yr 2 Habitats - SMSC planning- responsibility - SMSC planning- caring and sharing
- about the different groups they belong to	- Families topic year R - Class rewards- belonging to my class - After school clubs in school

	<ul style="list-style-type: none"> <li>- Activities outside of school- celebrate this in school</li> </ul>
<ul style="list-style-type: none"> <li>- about the different roles and responsibilities people have in their community</li> </ul>	<ul style="list-style-type: none"> <li>- Yr 2 monitors</li> <li>- Yr R people who helps u</li> <li>- Foundation subjects- roles people have for example Florence Nightingale was a Nurse and what was her role</li> <li>- Year 2 RE- Authority</li> <li>- SMSC planning- repsonsibility</li> </ul>
<ul style="list-style-type: none"> <li>- to recognise the ways they are the same as, and different to, other people</li> </ul>	<ul style="list-style-type: none"> <li>- Year 2 RE – beliefs</li> <li>- Year 1 Art Self portraits</li> <li>- Year 1 RE Harvest</li> <li>- Year 1 RE special places</li> <li>- Year 2 RE God</li> </ul>
<ul style="list-style-type: none"> <li>- what money is; forms that money comes in; that money comes from different sources</li> </ul>	<ul style="list-style-type: none"> <li>- Math’s curriculum</li> <li>-</li> </ul>
<ul style="list-style-type: none"> <li>- about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> </ul>	<ul style="list-style-type: none"> <li>- Yr 2 Science- Animals including Humans- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene- NEEDS</li> <li>- Assembly- Needs and Wants- link to money</li> </ul>
<ul style="list-style-type: none"> <li>- that everyone has different strengths</li> </ul>	<ul style="list-style-type: none"> <li>- SMSC planning- Good to be me</li> <li>- SMSC planning- positivity</li> <li>- SMSC planning- Friendships and play</li> </ul>
<ul style="list-style-type: none"> <li>- that jobs help people to earn money to pay for things</li> </ul>	<ul style="list-style-type: none"> <li>- Math’s curriculum – money- how do people get money?</li> <li>- Problem solving in Math’s which focus on saving money</li> </ul>
<ul style="list-style-type: none"> <li>- different jobs that people they know or people who work in the community do</li> </ul>	<ul style="list-style-type: none"> <li>- Year R people who help us</li> <li>- Year 1 local area- what jobs do people do</li> <li>- Visitors form local community e.g school nurse</li> </ul>
<ul style="list-style-type: none"> <li>- about some of the strengths and interests someone might need to do different jobs</li> </ul>	<ul style="list-style-type: none"> <li>- SMSC- Aspirations</li> <li>- SMSC- What I want to do on the future</li> </ul>

## APPENDIX 4 – RHE LINKED WITH OTHER NATIONAL CURRICULUM AREAS

### Primary RHE, science, computing, DT and PE

Relationships Education		Science NC links	PE NC links	Computing NC links
<b>Families and people who care for me</b>	<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<sup>2</sup> 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>	<p>Living things and their habitats</p> <p>Y2</p> <ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>	<p>N/A</p>	<p>N/A</p>
<b>Caring friendships</b>	<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> </ul>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

	<ul style="list-style-type: none"> <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>			
<b>Respectful relationships</b>	<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> <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>	N/A	N/A	N/A
<b>Online relationships</b>	<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>	N/A	N/A	<p>KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>

<b>Being safe</b>	Pupils should know <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>			KS1 <ul style="list-style-type: none"> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
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### Primary Physical Health and Mental wellbeing

		Science	PE and DT	Computing
<b>Mental Wellbeing</b>	Pupils should know <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> </ul>	Animals including Humans Y2 <ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	PE KS1 <ul style="list-style-type: none"> <li>• be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> </ul>	KS1 <ul style="list-style-type: none"> <li>• identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>

	<ul style="list-style-type: none"> <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>			
<b>Internet safety and harms</b>	<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> <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> </ul>	N/A	N/A	<p>KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>

	<ul style="list-style-type: none"> <li>where and how to report concerns and get support with issues online.</li> </ul>			
<b>Physical Health and Fitness</b>	<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>	<p>Animals and Humans Y2</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>PE – support statements but not specifically linked KS1</p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	N/A
<b>Healthy Eating</b>	<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>	<p>Animals and Humans Y1</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Y2</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>DT – cooking and nutrition KS1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul>	N/A
<b>Drugs, alcohol and tobacco</b>	<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>		N/A	N/A
<b>Health and prevention</b>	<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> </ul>	<p>Animals and humans Y2</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	N/A	N/A

	<ul style="list-style-type: none"> <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> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>			
<b>Basic First Aid</b>	<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> </ul> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	N/A	N/A	N/A
<b>Changing adolescent body</b>	<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>	N/A	N/A	N/A