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Policy for Relationships & Sex Education, including Health Education

		Date
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Signed:		

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Policy for Relationships & Sex Education, including Health Education

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools

Secretary of State Foreword in Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, headteachers and teachers (DfE, 2019)

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Introduction

The school's commitment to promoting the personal and social development, health and mental wellbeing of our pupils is reflected in our statement of aims and values. This underpins the Christian ethos of Woodstock CE Primary School and is reflected in our policies and in the breadth of the curriculum – including the teaching of Personal, Social, Health & Economic Education (PSHE) and Relationships and Sex Education (RSE). RSE is learning about the emotional, social and physical aspects of growing up, relationships, sexuality and sexual health, healthy lifestyles, diversity and personal identity. It supports the wider work of the school in helping to foster pupils' wellbeing and develop their resilience and character.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHE & RSE supports the wider work of the school in helping children to develop resilience, to know how and when to ask for help, and to know where and how to access appropriate support. High-quality, evidence-based and age-appropriate teaching of these subjects can help prepare them for the opportunities, responsibilities and experiences of adult life.

Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of our pupils and parents. Relationship & Sex Education upholds Christian values regarding marriage and relationships, while being mindful of the circumstances of our pupils and the variety of expressions of family life in our culture. Pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, within the understanding of the right of others to frame and hold their own views with an expectation of respect.

Statutory Information

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. The DfE recommends that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of its pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born, puberty and main external body parts.

At Woodstock Primary, Governors see sex education as an important aspect of the school curriculum for our older pupils and ensure that it has due regard to moral considerations and the importance of family life. In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Woodstock CE Primary School, we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. **Review:** A staff working group, involving SLT and the PSHE Lead collated all relevant information including relevant national and local guidance
2. **Staff Consultation:** School staff were given the opportunity to look at the policy and make recommendations
3. **Parent/Stakeholder Consultation:** parents were consulted through parent survey
4. **Ratification:** once amendments were made, the policy was shared with governors and ratified

It is the aim of governors and senior leaders that this Policy meets the needs of pupils and parents and reflects the Woodstock CE Primary School community.

Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

Curriculum

Our RSE curriculum is set out as per Appendix 1 but may need to be adapted as and when necessary, to respond to the needs of our pupils.

Set within the school's Christian ethos, RSE has always been part of our curriculum provision for Personal, Social & Emotional Education (PSHE) with Sex Education being taught in Years 5 and 6. The focus of RSE at Woodstock Primary is 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. We want children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security; and to

recognise any less-positive relationships when they encounter them. 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 are 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 school.

As a school we believe the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Our curriculum takes into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We believe that RSE should be complementary and supportive to the role of parents and therefore, the School's Policy for Relationship and Sex Education reflects consultation with parents and governors.

For more information about our curriculum, see our Curriculum Overview for PSHE & RSE in Appendix 1.

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and additional relationships education through focus days, weeks, including Anti-bullying week, Mental Health and Wellbeing Awareness.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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 also mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Relationships Education also provides opportunity for children to be taught about positive emotional and mental wellbeing, including how friendships can support this. Through RSE children are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught 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 the **safeguarding** of children.

Inclusivity & Equality

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

As a school we take our responsibilities under The Equality Act 2010 seriously. Prior to the teaching of sex education, we consider the makeup of our pupil body, including the gender and age of children and whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). We consider what we 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. We are mindful 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 understand that they have an important role to play in modelling positive behaviours.

Where appropriate, reasonable adjustments will be made to alleviate disadvantage and teachers will be aware of the SEND code of practice when planning for RSE to ensure teaching is delivered in ways that are accessible to all pupils with SEND.

Use of Resources

Resources to be used in the teaching of sex education are assessed as part of the review cycle of policy and practice to ensure that they are appropriate for the age and maturity of pupils, and sensitive to their needs.

Prior to the teaching of sex education in Years 5 and 6, parents are invited into school to discuss what will be taught, address any concerns and provide support in managing conversations with their children on these issues. They can view materials, including any DVD footage to be used.

We consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum long-term plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of External Organisations & Materials

We make sure that an agency and any materials used are appropriate and in-line with our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles & Responsibilities

The Governing Board

The Governing Board will approve the RSE Policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher and Senior Leaders are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or SLT. Teachers in Y5&6 lead the delivery of Sex Education within the phase and our Lead for PSHE oversees RSE within this role.

Pupils

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

Parents Right to Withdraw

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing, addressed to the Headteacher.

Before granting any such request the Headteacher will discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum; the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child will be explained. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Any such discussion will be documented to ensure a record is kept.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Specific Topics Not Taught

Following consultation with parents it is currently agreed that it is not considered appropriate to the needs of children at Woodstock Primary for some specific issues to form part of the planned teaching programme for sex education.

These issues include:

- Contraception, however, it is considered appropriate that children are aware that pregnancy can be avoided through abstinence and other methods.
- Age of consent; what consent is and is not
- Abortion
- HIV/AIDS and sexually transmitted infections
- Pornography
- Female Genital Mutilation (FGM)

It is to be expected that reference to these topics could arise in discussion. Teachers will balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensitivities. All of the above aspects are covered within the statutory RSE guidance for secondary schools.

Training

Staff have received training on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Experienced colleagues will work with new staff to ensure they feel confident and competent in the delivery of all aspects of RSE.

The headteacher will also invite visitors from outside the school, such as school nurses to provide appropriate support and training to staff teaching RSE, if felt needed.

Monitoring Arrangements

The delivery of RSE is monitored by Senior Leaders through:

- Learning Walks
- Book Looks
- Pupil consultations
- Planning Reviews

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

This policy will be reviewed by SLT, PSHE & RSE Lead and Governors every two years. At every review, the policy will be approved by Governing Board.

Appendix 1: Curriculum Overview for RSE Coverage

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 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, for example family, school and/or other sources.

Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Whilst Sex Education is not compulsory in primary schools, the Governing Body have taken the decision that it should be integral to provision for RSE at Woodstock CE Primary School and be delivered through the curriculum programme for PSHE.

Significant elements of RSE are included in the national curriculum for Science. There is a statutory duty upon schools to teach these aspects. The national curriculum for science includes content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The school's programme for sex education is tailored to the age and the physical and emotional maturity of our pupils, and is fully informed by what children, parents and staff tell us. It is designed to help children grow, learn, and develop positive, healthy behaviours for life. Our current Y5/6 pupils tell us, that through sex education they are reassured that the changes they are going through, or will go through, are completely normal and that they happen to everyone, just at different times. It also makes it ok that there are different kinds of relationships and no stable and supportive family group is better than another.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Our taught programme ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. It also develops a positive vocabulary, and the strategies and skills children need to stay healthy and safe.

RSE links to the curriculum for Computing & Online Safety. Children and young people are growing up in a culture where technology and social media are important resources for learning and sharing information. Through RSE they are encouraged to think about what they want others to know and see about them - both online and offline; they are taught about potential risks associated with the Internet and about safe use of social media. Robust filtering systems protect pupils from accessing unsuitable materials on the Internet when in school.

'Sexting' and other self-made images and messages of a sexual nature raise particular issues of safety, privacy, peer influence and personal responsibility. As a school we address privacy and boundaries from a very early age in the context of personal safety and abuse. Specific work about 'sexting' is addressed if it is identified as a potential issue. Teaching covers communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help. Pupils learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it's a picture of themselves, and that these laws have been created to protect children and young people.

RSE is delivered by class teachers who understand the importance of being positive role models and displaying the qualities essential to good relationships. We value the specialised knowledge, experience and resources of health professionals and as such whilst most teaching will take place in a whole class setting, opportunity will be provided for girls to talk with the School Nurse and have any questions answered, and for boys to talk with a male GP from the Woodstock Surgery. Such visitors are provided with a copy of the school's RSE Policy and will be fully briefed by class teachers, so their input appropriately complements the work of the school.

In Years 5 & 6 pupils are taught about changes in the body related to puberty, such as periods and voice breaking; when these changes are likely to happen; what issues may cause young people anxiety and how they can deal with these; and about how a baby is conceived and born. Girls should be prepared for menstruation before their periods start. Class teachers will ensure all girls are clear of the arrangements in school to help them cope with menstruation and from whom sanitary protection is available. Occasions will arise when the teaching of unrelated topics will result in discussion of aspects of sexual behaviour. Sexual matters may occur across the curriculum and answers will not constitute sex education so long as discussion is relatively limited and set within the context of the other subject. When this involves a child, who has been withdrawn from sex education, teachers will need to balance the need to give proper attention to the relevant issues with the need to respect pupils' and parents' views and sensitivities.

Teachers are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Teachers understand that the provision of advice to individual pupils should be undertaken with considerable care, particularly if this relates to sexual behaviour. The dividing line between good pastoral care and trespassing on the proper exercise of parental rights and responsibilities is very narrow.

Teachers need to be aware that during effective RSE pupils will be taught about what is and is not acceptable in a relationship, and this can lead to disclosure of a child protection issue.

If a member of staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should report their concerns or suspicions to the Headteacher, as the member of staff with designated responsibility for child protection, and follow the procedures set down in the school's Child Protection Policy.

Key Principles of the School's Confidentiality Policy

- Pupils and parents and carers will be made aware of the school's Confidentiality Policy and how it works in practice.
- Pupils will be reassured that their best interests will be maintained.
- Pupils will be encouraged to talk to their parents or carers and will be given support to do so.
- Pupils will know that teachers cannot offer unconditional confidentiality.
- Pupils will be reassured that, if confidentiality has been broken, they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, the school's Child Protection procedure will be followed.
- Pupils will be informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.
- Ground rules will be established and used in lessons.

The School's Confidentiality Policy will be shared with pupils through the PSHE curriculum. Parents and carers will be made aware of the Policy via the school's website.

Physical Health & Mental Health & Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Staff promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

As a school we were very proud to achieve the Wellbeing Award for Schools in December 2019 (currently under reaccreditation - 2022) in recognition of our work to ensure that mental health and wellbeing are at the heart of school life. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and enough sleep, and giving children the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Puberty including menstruation is included within the planned programme for Health Education and delivered through the curriculum for RSE. This ensures male and female pupils are prepared for changes they and their peers will experience. In addition to curriculum content, arrangements are made to help girls prepare for and manage menstruation including with requests for menstrual products.

Further children are taught:

- The benefits of hobbies, interests and participation in their own communities. Teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- About the benefits of rationing time spent online and the risks of excessive use of electronic devices. As children move through the school, they are taught why social media, computer games and online gaming have age restrictions and are equipped to manage common difficulties encountered online.

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.

Internet Safety and Harms

- 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.

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.

PSHE & RSE Curriculum Framework & Long-term Plan



During Key Stages 1 and 2, PSHE education including Relationships and Sex Education (RSE) and Health Education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE & RSE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The PSHE Education at Woodstock CE Primary School is planned around three core themes; **Health & Wellbeing**; **Relationships**; and **Living in the Wider World**.

ESSENTIAL SKILLS: PSHE education makes a significant contribution to the development of a wide range of essential skills

Intrapersonal Skills Required for Self-management	Interpersonal Skills Required for Positive Relationships	Skills of Enquiry
<ul style="list-style-type: none"> Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) Learning from experience to seek out and make use of constructive feedback Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) Making decisions (including knowing when to be flexible) Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) Self-regulation (including managing strong emotions e.g. negativity and impulse) Recognising and managing the need for peer approval Self-organisation (including time management) 	<ul style="list-style-type: none"> Active listening Empathy Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience) Negotiation (including flexibility, self-advocacy and compromise) Recognising and utilising strategies for managing pressure, persuasion and coercion Responding to the need for positive affirmation for self and others 	<ul style="list-style-type: none"> Formulating questions Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) Analysis (including separating fact from opinion) Planning and deciding Recalling and applying knowledge creatively and in novel situations Drawing and defending conclusions using evidence and not just assertion Identification, assessment (including prediction) and management of risk Evaluating social norms Reviewing progress against objectives

Core Theme 1: Health & Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
<ul style="list-style-type: none"> Healthy Lifestyles (Physical Wellbeing) Mental Health Ourselves, Growing & Changing Keeping Safe Drugs, Alcohol & Tobacco 	<ul style="list-style-type: none"> Families and close positive relationships Friendships Safe Relationships Respecting Self and Others 	<ul style="list-style-type: none"> Shared responsibilities Communities Media literacy & digital resilience Economic wellbeing: Money Economic wellbeing: Aspirations, work and career

Enrichment Opportunities Across the Curriculum: PSHE and RSE



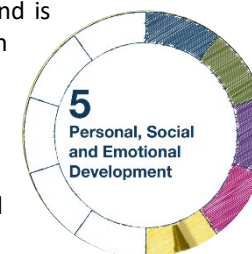
Key Concepts	Key Content	Curriculum links beyond PSHE	Enrichment and Enhancement Opportunities
Relationships	<ul style="list-style-type: none"> Features of healthy friendships, family relationships and other relationships children are likely to encounter Children know how to keep themselves safe, for example, what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Know how to recognise and to report concerns or abuse, including emotional, physical and sexual abuse Positive emotional and mental wellbeing, including how friendships can support mental wellbeing Boundaries in friendships with peers and also in families and with others (both online and offline) 	Across all subjects and the wider curriculum	Annual Anti-bullying Week (Nov) Nurture Support After-school Clubs
Equality & Diversity	<ul style="list-style-type: none"> Fostering peer-to-peer communication and behaviour between boys and girls Challenging perceived limits on children based on their gender or any other characteristics Vulnerability to exploitations, bullying and other issues LGBT 	Across all subjects and the wider curriculum	Annual Black History Month (Oct) Scientist Studies (Termly) Annual Fairtrade Fortnight (Feb)
Sex Education	<ul style="list-style-type: none"> Physical and emotional changes of boys and girls at puberty, conception to birth, Boundaries and privacy, rights over their own bodies 	Science	
Anti-bullying (links with equality)	<ul style="list-style-type: none"> Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Discrimination, equality, stereotyping, racism, peer pressure, prejudice, forms of direct/indirect bullying, 	Citizenship	Annual Anti-bullying Week (Nov) Annual Safety Day (Nov) Annual Safer Internet Day (Feb)
Staying Safe Online	<ul style="list-style-type: none"> Providing support in distinguishing between different types of online content and making well-founded decisions Rules and principles for keeping themselves and their personal information safe online; how to recognise risks, harmful content and contact; and how to report them Cyber-bullying Principles of positive relationships apply as much online as they do offline 	Computing	Annual Anti-bullying Week (Nov) Annual Safety Day (Nov) Annual Safer Internet Day (Feb) Annual Junior Citizen Safety Programme (Y6)
Healthy Lifestyles & Mental Wellbeing	<ul style="list-style-type: none"> Healthy eating and keeping fit; mental health & wellbeing; preventing health problems; How friendships can support our mental wellbeing. 	PE & Sport Design Technology Science	Annual Sport and Health Week (Jun) Annual World Mental Health Day (Oct/Feb) Annual Mental Health Awareness Week (May)
Wider social and economic issues	<ul style="list-style-type: none"> Financial issues, citizenship, British values, radicalisation and extremism, courageous advocacy. 	Maths Citizenship	Annual Mini-Enterprise Week (June)

	<ul style="list-style-type: none"> • Social action, active citizenship and voluntary service to others locally or more widely. 		Weekly 'Our World' focus Charity Work and Fundraising (Ongoing) Playground Leaders (Ongoing) School Committees (Ongoing)
Identity (Development of personal qualities and attributes)	<ul style="list-style-type: none"> • Confidence, resilience, self-esteem, self-respect and self-control • 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. • Helping pupils to believe they can achieve, stick at tasks, work towards long-term rewards and persevere despite knocks. • Honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice. 	Across all subjects and the wider curriculum RE & Collective Worship Ethos, Values & Aims	Anti-bullying Week (Nov) Weekly Collective Worship linked to the school's Values (weekly) Primary Picture News (weekly)

EARLY YEARS FOUNDATION STAGE: PSHE & RSE (PSED)

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

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. **(Development Matters, DfE)**



The EYFS Framework

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for PSHE are taken from the following areas of learning:

- ☆ Communication and Language
- ☆ Personal, Social and Emotional Development
- ☆ Physical Development
- ☆ Understanding the World

Personal, Social and Emotional Development:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG: Self-Regulation	ELG: Managing Self	ELG: Building Relationships
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ☆ Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ☆ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ☆ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ☆ Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. ☆ Explain the reasons for rules, know right from wrong and try to behave accordingly. ☆ Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ☆ Work and play cooperatively and take turns with others. ☆ Form positive attachments to adults and friendships with peers. ☆ Show sensitivity to their own and to others' needs.

EYFS PSHE & RSE FRAMEWORK OVERVIEW (PSED)



AGE	AREA OF LEARNING	OUTCOMES
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> ☆ Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. ☆ Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> ☆ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. ☆ Develop their sense of responsibility and membership of a community. ☆ Become more outgoing with unfamiliar people, in the safe context of their setting. ☆ Show more confidence in new social situations. ☆ Play with one or more other children, extending and elaborating play ideas. ☆ Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ☆ Increasingly follow rules, understanding why they are important. ☆ Remember rules without needing an adult to remind them. ☆ Develop appropriate ways of being assertive. ☆ Talk with others to solve conflicts. ☆ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ☆ Understand gradually how others might be feeling. ☆ Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. ☆ Make healthy choices about food, drink, activity and toothbrushing.
	Physical Development	<ul style="list-style-type: none"> ☆ Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	<ul style="list-style-type: none"> ☆ Begin to make sense of their own life-story and family's history. ☆ Show interest in different occupations. ☆ Continue developing positive attitudes about the differences between people. ☆ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	<ul style="list-style-type: none"> ☆ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ☆ Develop social phrases.

	Personal, Social and Emotional Development		<ul style="list-style-type: none"> ☆ See themselves as a valuable individual. ☆ Build constructive and respectful relationships. ☆ Express their feelings and consider the feelings of others. ☆ Show resilience and perseverance in the face of challenge. ☆ Identify and moderate their own feelings socially and emotionally. ☆ Think about the perspectives of others. ☆ Manage their own needs. - personal hygiene ☆ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development		<ul style="list-style-type: none"> ☆ Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
	Understanding the World		<ul style="list-style-type: none"> ☆ Talk about members of their immediate family and community. ☆ Name and describe people who are familiar to them. ☆ Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> ☆ Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> ☆ Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> ☆ Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ☆ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ☆ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> ☆ Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. ☆ Explain the reasons for rules, know right from wrong and try to behave accordingly. ☆ Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> ☆ Work and play cooperatively and take turns with others. ☆ Form positive attachments to adults and friendships with peers. ☆ Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> ☆ Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> ☆ Talk about the lives of people around them and their roles in society.

YEARS 1 & 2 PSHE & RSE OVERVIEW

Cycle A



A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	NEW BEGINNINGS	CELEBRATING DIFFERENCE	MY FAMILY	DREAMS AND GOALS	GET BETTER SOON	FRIENDSHIP
Curriculum Coverage	<ul style="list-style-type: none"> ☆ Rights and responsibilities of being a member of my class and school community ☆ Help to make my school/ classroom a safe, fair and caring community ☆ Importance of growth mindset linked to our Learning Powers ☆ Expect to be treated with respect by others, and show due respect to others ☆ Construct and follow class agreed expectations ☆ Roles & responsibilities of people in school ☆ How to seek help or advice from others if needed ☆ Learning to co-operate; taking turns; sharing; teamwork ☆ Conventions of courtesy and manners ☆ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ☆ Recognising what is fair and unfair, kind and unkind, what is right and wrong (rights respecting) ☆ Sharing opinions and explaining views ☆ Offering constructive support and feedback to others ☆ Listening to other people, and play and work co-operatively (including strategies to resolve simple arguments through negotiation) ☆ Identify and respect the differences and similarities between people ☆ Understand that sometimes people make assumptions about boys and girls ☆ Resisting peer pressure ☆ What is bullying and what can I do about it? (Safety Week/Anti-bullying Day) 	<ul style="list-style-type: none"> ☆ Families are important for children growing up because they can give love, security and stability. ☆ Characteristics of healthy family life, including the importance of spending time together and sharing each other's lives. ☆ Others' families, either in school or in the wider world, sometimes look different from their family ☆ Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ☆ (Online Safety Day) 	<ul style="list-style-type: none"> ☆ Thinking about what I can do well and what I would like to improve ☆ Learning from my experiences ☆ Tackling a new challenge and understand this might stretch my learning (resilience) ☆ Learning with others to solve problems ☆ Identifying obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them ☆ Persevere even when I find tasks difficult ☆ Recognising and celebrating my strengths ☆ Setting personal goals and knowing how to achieve them 	<ul style="list-style-type: none"> ☆ Why people take medicines ☆ How medicines work in my body and how important it is to use them safely ☆ Immunisations and good personal hygiene to prevent the spread of germs and diseases; responsibility for own and others' health ☆ Personal hygiene and germs; importance of handwashing ☆ Health care professionals who help us ☆ How to make a clear and efficient call to emergency services if necessary. ☆ Basic first aid ☆ Sun safety 	<ul style="list-style-type: none"> ☆ How important friendships are in making us feel happy and secure, and how people choose and make friends ☆ Healthy friendships; peer pressure ☆ Friendships can have ups and downs, and that these can often be worked through ☆ Qualities of friendship; loyalty, kindness, trust, truthfulness, generosity, mutual respect etc. ☆ Appropriate boundaries in friendships ☆ Showing appreciation for family and friends ☆ Ways to make new friends ☆ Difference and respect ☆

YEARS 1 & 2 PSHE & RSE OVERVIEW

Cycle B



B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	NEW BEGINNINGS	GETTING ON & FALLING OUT	STAYING SAFE	KNOWING MYSELF	HEALTHY CHOICES	GOOD TO BE ME
Curriculum Coverage	<ul style="list-style-type: none"> ☆ Rights and responsibilities of being a member of my class and school community ☆ Help to make my school/ classroom a safe, fair and caring community ☆ Importance of growth mindset linked to our Learning Powers ☆ Expect to be treated with respect by others, and show due respect to others ☆ Construct and follow class agreed expectations ☆ Roles & responsibilities of people in school ☆ How to seek help or advice from others if needed ☆ Learning to co-operate; taking turns; sharing; teamwork ☆ Conventions of courtesy and manners ☆ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ☆ Listening & communicating well ☆ Recognising how their behaviour affects other people ☆ Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say ☆ That there are different types of teasing and bullying, that these are wrong and unacceptable - bullying is sometimes about difference ☆ How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help ☆ (Safety Week/Anti-bullying Day) 	<ul style="list-style-type: none"> ☆ Rules for, and ways of keeping physically and emotionally safe - including safety online and the responsible use of ICT; how to report concerns ☆ 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. ☆ Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ☆ Sharing feelings and worries; if we feel unsafe ☆ Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' ☆ (Online Safety Day) 	<ul style="list-style-type: none"> ☆ The uniqueness of me ☆ Identify different family members and their relationship with each other, and the importance of sharing and cooperating ☆ Members of my family and understand that there are lots of different types of families ☆ Communicating and managing feelings – both good and bad (vocabulary to describe their feelings to others and simple strategies for managing feelings) ☆ Change and loss and associated feelings (moving home, losing toys, pets or friends) 	<ul style="list-style-type: none"> ☆ Healthy lifestyle – diet, exercise, sleep, relaxation ☆ Risks relating to inactive lifestyles (obesity) ☆ Making informed choices that improve physical & mental health, & wellbeing ☆ Dental health & personal hygiene ☆ Spread of diseases; responsibility for own and others' health ☆ Why people take medicines ☆ How medicines work in the body and the importance of using them safely ☆ Sort foods into the correct food groups and know which foods the body needs to be healthy and have energy ☆ Make healthy snacks and explain why they are good for us 	<ul style="list-style-type: none"> ☆ Growing and changing and new opportunities ☆ Responsibilities that increasing independence may bring ☆ Names for the main parts of the body ☆ Similarities and differences between boys and girls ☆ Respecting our bodies and knowing some parts are private ☆ Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ☆ It is not always right to keep secrets if they relate to being safe. ☆ Where to get advice e.g. family, school and/or other sources.

YEARS 3 & 4 PSHE & RSE OVERVIEW

Cycle a



YEARS 3 & 4 PSHE & RSE OVERVIEW						
Cycle a						
A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	NEW BEGINNINGS	HEALTHY CHOICES	STAYING SAFE	FRIENDSHIP	CELEBRATING DIFFERENCE	DREAMS AND GOALS
Curriculum Coverage	<ul style="list-style-type: none"> ☆ Rights and responsibilities of being a member of my class and school community - Rights Respecting ☆ Importance of Learning Powers and positive mindset ☆ Help to make my school/ classroom a safe, fair and caring community ☆ Expect to be treated with respect by others, and show due respect to others ☆ Construct and follow class agreed expectations ☆ Roles & responsibilities of people in school ☆ How to seek help or advice from others if needed ☆ Learning to co-operate; taking turns; sharing; teamwork ☆ Conventions of courtesy and manners ☆ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ☆ Understanding the concept of a 'balanced healthy lifestyle' ☆ Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. ☆ Principles of planning and preparing a healthy meal. ☆ Characteristics of poor diet and the impact (obesity, poor dental hygiene) ☆ Importance of good oral hygiene and regular visits to the dentist ☆ Understand how exercise affects the body and know why the heart and lungs are such important organs ☆ Facts about the harms and associated risks of smoking and tobacco ☆ (Safety- Week/Anti-bullying Day) 	<ul style="list-style-type: none"> ☆ Strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail, water and fire safety), and safety online ☆ Different types of bullying including cyberbullying, the impact of bullying, responsibilities of bystanders and how to get help. ☆ Judging what kind of physical contact is acceptable or unacceptable and how to respond. ☆ The concept of privacy; including that it is not always right to keep secrets if they relate to being safe. ☆ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ☆ (Online Safety Day) 	<ul style="list-style-type: none"> ☆ Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ☆ How important friendships are in making us feel happy and secure, and how people choose and make friends. ☆ Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ☆ 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. 	<ul style="list-style-type: none"> ☆ Understand that, sometimes, assumptions of people are based on what they look like ☆ What a stereotype is and how stereotypes can be unfair, negative or destructive ☆ Understand what influences people to make assumptions based on how others look and the importance of accepting people for who they are ☆ Different perspectives - listening and responding respectfully to a wide range of people; caring about other people's feeling. ☆ Understanding how to express how we feel when our ideas are challenged and that its ok to change your ideas sometimes ☆ Recognise stereotypical ideas and prejudice and develop strategies to challenge these by speaking out ☆ 	<ul style="list-style-type: none"> ☆ Me as a learner: ☆ Identify a dream/ambition that is important and imagine how we will feel when we achieve it. ☆ Respect and admiration for people who overcome obstacles and achieve their dreams and goals (e.g. through disability) ☆ Understand how to face new learning challenges and work out the best ways to achieve them ☆ The importance of taking responsibility for our own learning and how we can use our strengths to achieve a challenge ☆ Know how to manage the feelings of frustration that may arise when obstacles occur ☆

YEARS 3 & 4 PSHE & RSE OVERVIEW

Cycle B



B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	NEW BEGINNINGS	HOW I FEEL	THE ONLINE WORLD	FRIENDS & FAMILY	HEALTHY ME	LIVING TOGETHER
Curriculum Coverage	<ul style="list-style-type: none"> ★ Rights and responsibilities of being a member of my class and school community ★ Help to make my school/ classroom a safe, fair and caring community ★ Importance of growth mindset linked to our Learning Powers ★ Expect to be treated with respect by others, and show due respect to others ★ Construct and follow class agreed expectations ★ Roles & responsibilities of people in school ★ How to seek help or advice from others if needed ★ Learning to co-operate; taking turns; sharing; teamwork ★ Conventions of courtesy and manners ★ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ★ Humans can experience different feelings; how to recognise and name different feelings ★ Feelings can change over time and range in intensity ★ Everyday things that affect feelings and the importance of expressing feelings ★ A varied vocabulary to use when talking about feelings; about how to express feelings in different ways; ★ Strategies to respond to feelings, including intense or conflicting feelings; ★ How to manage and respond to feelings appropriately and proportionately in different situations ★ How to seek support for themselves and others ★ (Safety Week/Anti-bullying Day) 	<ul style="list-style-type: none"> ★ Online (including social media, the responsible use of ICT and mobile phones) ★ The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others ★ Identify things, people and places that you need to keep safe from, and suggest strategies for keeping themselves safe including who to go to for help ★ People who are responsible for helping them stay healthy and safe and ways that they can help these people ★ (Online Safety Day) 	<ul style="list-style-type: none"> ★ Identify the roles and responsibilities of each member of my family and how taking some responsibility within the family can make you feel ★ What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. ★ Ways in which a relationship can be unhealthy and who to talk to if they need support. ★ Awareness of different types of relationship, including those between acquaintances, friends, relatives and families; that civil partnerships and marriage are examples of stable, loving relationships 	<ul style="list-style-type: none"> ★ The characteristics and mental and physical benefits of an active lifestyle. ★ Barriers to being active and making better choices to increase physical activity ★ Good mental health and wellbeing – what makes us feel good about ourselves? ★ Importance of sufficient quality sleep for good health and the implications for not getting enough and how it can affect us ★ Barriers to getting enough quality sleep ★ Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ★ Basic first aid skills and how to respond in an emergency 	<ul style="list-style-type: none"> ★ British Values – rules and laws ★ Rights respecting and responsibilities as members of families, other groups and ultimately as citizens ★ Different groups and communities; e.g. refugees, asylum seekers ★ Developing communication and participation skills ★ Team working ★ How to negotiate in conflict situations to try to find a win-win solution ★ Choices and consequences ★ Respecting equality and being a productive member of a diverse community

YEARS 5 & 6 PSHE & RSE OVERVIEW

Cycle A



A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Topic	Topic	Topic	Topic	Topic
Curriculum Coverage	NEW BEGINNINGS	MANAGING RISK	GROWING & CHANGING	DRUG & ALCOHOL AWARENESS	RESPECT FOR OTHERS	ENTERPRISE
	<ul style="list-style-type: none"> ☆ Rights and responsibilities of being a member of my class and school community ☆ Help to make my school/ classroom a safe, fair and caring community ☆ Importance of growth mindset ☆ Expect to be treated with respect by others, and show due respect to others ☆ Construct and follow class agreed expectations ☆ Roles & responsibilities of people in school ☆ How to seek help or advice from others if needed ☆ Learning to co-operate; taking turns; sharing; teamwork ☆ Conventions of courtesy and manners ☆ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ☆ Using power in a variety of contexts including persuasion, bullying, negotiation and 'win'-win' outcomes ☆ Recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. Involvement in agreeing Risk Assessments for trips etc. ☆ Online Safety: Understand how technology can be used to try to gain power or control, and strategies to prevent this from happening ☆ Use technology positively and safely to communicate with my friends and family ☆ Use basic emergency aid procedures (e.g. the recovery position) and how to get help in emergency situations ☆ (Safety Day/Anti-bullying Week) 	<ul style="list-style-type: none"> ☆ Awareness of self-image and how body image fits into that ☆ Body and emotional changes through puberty and menstruation (girls' & boys') ☆ Importance of looking after yourself physically and emotionally ☆ Human reproduction – conception to birth (correct use of names for body parts) ☆ Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ☆ Raised awareness of dangers of abuse and sexual exploitation ☆ (Online Safety Day) 	<ul style="list-style-type: none"> ☆ Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. ☆ Why do people take drugs? ☆ Know about different types of drugs (legal/illegal) and their uses and their effects on the body particularly the liver and heart ☆ Know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart ☆ Make an informed decision about whether to choose to drink alcohol and know how to resist pressure ☆ Personal responsibilities toward alcohol use and misuse ☆ Making choices and decisions ☆ (Input from Thames Valley Police) 	<ul style="list-style-type: none"> ☆ Differences and similarities between people arise from several factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (people with disabilities who lead amazing lives) ☆ Respecting others, even when they are different from them (e.g. physically, in character, personality or backgrounds); or make different choices; and or have different preferences or beliefs ☆ What a stereotype is and how stereotypes can be unfair, negative or destructive – links to equality 	<ul style="list-style-type: none"> ☆ Role money plays in their own and others' lives, including how to manage their money ☆ Concepts of 'interest', 'loan', 'debt', and 'tax' for example, their contribution to society through the payment of VAT ☆ About enterprise and the skills that make someone 'enterprising' ☆ Know about a range of jobs and explore how much people earn in different jobs ☆ Identify job interests for the future and understand what they will need to do to achieve their aspirations

YEARS 5 & 6 PSHE & RSE OVERVIEW

Cycle B



B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	NEW BEGINNINGS	RESPECT FOR OTHERS	RELATIONSHIPS	RIGHTS & RESPONSIBILITIES	HEALTHY LIFESTYLE	MOVING ON
Curriculum Coverage	<ul style="list-style-type: none"> ☆ Rights and responsibilities of being a member of my class and school community ☆ Help to make my school/ classroom a safe, fair and caring community ☆ Importance of growth mindset ☆ Expect to be treated with respect by others, and show due respect to others ☆ Construct and follow class agreed expectations ☆ Roles & responsibilities of people in school ☆ How to seek help or advice from others if needed ☆ Learning to co-operate; taking turns; sharing; teamwork ☆ Conventions of courtesy and manners ☆ Respect for the environment; including the school Eco Code 	<ul style="list-style-type: none"> ☆ To recognise and challenge stereotypes ☆ Nature and consequences of discrimination, teasing, bullying (indirect and direct) and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) ☆ Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations ☆ Understand rights and responsibilities as a British citizen (British Values) ☆ Understand what racism is ☆ Raised awareness of radicalisation and extremism ☆ (Safety Day/Anti-bullying Week) 	<ul style="list-style-type: none"> ☆ Body and emotional changes through puberty – including menstruation (girls' & boys') ☆ Understand how the media promotes certain body types – link to self-image and self-respect ☆ Understand how to cope with changes that growing up will bring, including friendship changes ☆ Making new friends and how to manage fallouts with friends ☆ Understand relationships are personal – responding to peer pressure ☆ Respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ☆ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ☆ (Online Safety Day) 	<ul style="list-style-type: none"> ☆ Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (Rights Respecting) ☆ Understand how our actions can affect other people locally and globally ☆ Research, discuss and debate topical issues, problems and events concerning health and wellbeing (linked to Our World) ☆ Empathise with people in this country whose lives are different to our own 	<ul style="list-style-type: none"> ☆ Describe the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures ☆ What contributes to a healthy lifestyle ☆ Understand what it means to be emotionally well; explore people's attitudes towards mental health/illness ☆ Recognise the feelings of stress and the triggers that cause this (SATs) ☆ Know how to use different strategies to manage stress and pressure ☆ Basic first aid skills and how to respond in an emergency ☆ Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<ul style="list-style-type: none"> ☆ Recognise their increasing independence brings increased responsibility to keep themselves and others safe ☆ Identify what children are looking forward to and what worries them about the transition to Year 6/secondary school ☆ Strategies to manage and cope with change – building resilience, exploring feelings; enhancing self-esteem and confidence ☆ Supporting secondary school induction ☆ ☆ ☆

DfE Guidance & Primary School Expectations for Relationships and Sex Education (RSE) and Health Education

Relationships Education



By the end of Primary School children should know:

Families and People Who Care for Me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage 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
Caring Friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online Relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being Safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?

	<ul style="list-style-type: none"> • 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.
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Physical Health and Mental Health Education

By the end of Primary School children should know:



Mental Wellbeing	<ul style="list-style-type: none"> • Mental wellbeing is a normal part of daily life, in the same way as physical health. • 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	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical Health and Fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content).

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Sex Education (non-statutory)

Sex education is not compulsory in primary schools. The content set out in this framework covers everything that Primary Schools should teach about relationships and health, including puberty. The National Curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Woodstock CE Primary School, in consultation with our parents, chooses to teach some aspects of sex education and will continue to do so, although it is not a requirement. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls understand and are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.

PSHE Association Programme of Study for Relationships and Sex Education (RSE) and Health Education

The learning opportunities in this Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. This Framework informs the PSHE Education of children at Woodstock CE Primary School, as well as the DfE's statutory Relationships, Sex and Health Education guidance.

Core Theme 1: Health & Wellbeing

Key Stage 1

Learning Opportunities in Health & Wellbeing

Key Stage 2

Learning Opportunities in Health & Wellbeing

Healthy Lifestyles (Physical Wellbeing)

Pupils learn...

- H1.** about what keeping healthy means; different ways to keep healthy
- H2.** about foods that support good health and the risks of eating too much sugar
- H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4.** about why sleep is important and different ways to rest and relax
- H5.** simple hygiene routines that can stop germs from spreading
- H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8.** how to keep safe in the sun and protect skin from sun damage
- H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10.** about the people who help us to stay physically healthy

Pupils learn...

- H1.** how to make informed decisions about health
- H2.** about the elements of a balanced, healthy lifestyle
- H3.** about choices that support a healthy lifestyle, and recognise what might influence these
- H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5.** about what good physical health means; how to recognise early signs of physical illness
- H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H11.** how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12.** about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- H13.** about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H14.** how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Mental Health

Pupils learn...

- H11.** about different feelings that humans can experience
- H12.** how to recognise and name different feelings
- H13.** how feelings can affect people's bodies and how they behave
- H14.** how to recognise what others might be feeling
- H15.** to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16.** about ways of sharing feelings; a range of words to describe feelings
- H17.** about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18.** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19.** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20.** about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Pupils learn...

- H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16.** about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17.** to recognise that feelings can change over time and range in intensity
- H18.** about everyday things that affect feelings and the importance of expressing feelings
- H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22.** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H23.** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves, Growing & Changing

Pupils learn...

- H21.** to recognise what makes them special
- H22.** to recognise the ways in which we are all unique
- H23.** to identify what they are good at, what they like and dislike
- H24.** how to manage when finding things difficult
- H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26.** about growing and changing from young to old and how people's needs change
- H27.** about preparing to move to a new class/year group

Pupils learn...

- H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26.** that for some people gender identity does not correspond with their biological sex
- H27.** to recognise their individuality and personal qualities
- H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

	<p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>
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Keeping Safe

<p>Pupils learn...</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>Pupils learn...</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>
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Drugs, Alcohol & Tobacco

<p>Pupils learn...</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>Pupils learn...</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>
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	H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
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Core Theme 2: Relationships	
Key Stage 1 Learning Opportunities in Relationships	Key Stage 2 Learning Opportunities in Relationships
Families & Close Positive Relationships	
Pupils learn... R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	Pupils learn... R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Friendships	
Pupils learn... R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy	Pupils learn... R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

	<p>R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
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Managing Hurtful Behaviour & Bullying

<p>Pupils learn...</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>Pupils learn...</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>
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Safe Relationships

<p>Pupils learn...</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don’t know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to</p>	<p>Pupils learn...</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried</p>
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Respecting Self & Others

Pupils learn...

- R21.** about what is kind and unkind behaviour, and how this can affect others
- R22.** about how to treat themselves and others with respect; how to be polite and courteous
- R23.** to recognise the ways in which they are the same and different to others
- R24.** how to listen to other people and play and work cooperatively
- R25.** how to talk about and share their opinions on things that matter to them

Pupils learn...

- R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Core Theme 3: Living in the Wider World

Key Stage 1

Learning Opportunities in Living in the Wider World

Key Stage 2

Learning Opportunities in Living in the Wider World

Shared Responsibilities

Pupils learn...

- L1.** about what rules are, why they are needed, and why different rules are needed for different situations
- L2.** how people and other living things have different needs; about the responsibilities of caring for them
- L3.** about things they can do to help look after their environment

Pupils learn...

- L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2.** to recognise there are human rights, that are there to protect everyone
- L3.** about the relationship between rights and responsibilities
- L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5.** ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

Pupils learn...

- L4.** about the different groups they belong to
- L5.** about the different roles and responsibilities people have in their community
- L6.** to recognise the ways they are the same as, and different to, other people

Pupils learn...

- L6.** about the different groups that make up their community; what living in a community means
- L7.** to value the different contributions that people and groups make to the community
- L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
Media Literacy & Digital Resilience	
Pupils learn... L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true	Pupils learn... L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
Economic Wellbeing: Money	
Pupils learn... L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this	Pupils learn... L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions
Economic Wellbeing: Aspirations, Work & Career	
Pupils learn... L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	Pupils learn... L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

	<p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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