

PSHE Policy

Watlington Community

Primary School



Approved by:

A handwritten signature in black ink, appearing to read 'Mark Pat', is written over a white rectangular background.

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

At Watlington Primary School we believe that the children in our community are growing up in an increasingly complex world which presents many positive and exciting opportunities but also many challenges and risks. Therefore, it is our aim to deliver a PSHE/RSE curriculum which not only tackles a range of themes and issues, but also equips them with essential knowledge and skills needed for lifelong learning. Our vision of 'developing global citizens' is embedded within our school culture and underpins everything we do. At Watlington Primary we believe that all pupils have a right to receive effective, inclusive and relevant PSHE/RSE lessons that directly meet their needs, taught through accessible resources and non-judgemental approaches.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

Watlington Community Primary School

- › We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- › We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships education curriculum for details about what we teach, and how we decide on what to teach, in this subject. Details of this curriculum are available on our school website and class teachers will share the lesson coverage (via class dojo) throughout the year so you know what is being taught and when.

<https://www.watlington.norfolk.sch.uk/>

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year group throughout the child's journey from reception year through to Year 6.

Appendix 1.

3.2 How we teach it

- › PSHE lessons take place once a week and are always led by the class teacher to ensure they feel most comfortable with familiar adults. This allows the children the safety to ask and questions and share any thoughts in a safe and supportive environment.
- › There are some cross curricular links within our PSHE curriculum that will also be covered in other areas. For example – naming body parts and reproduction are covered in the appropriate year groups through science. In assemblies we cover community and belonging and when we learn about choices in how to spend and save this links in with the children’s knowledge of money from Maths lessons.
- › Many school trips have a primary focus in other core curriculum areas but all trips provide the opportunity to link to PSHE with community groups, belonging, sharing and turn-taking, following rules and actions and consequences.
- › All pupils will have access to the curriculum regardless of their specific needs and adaption will be made to allow all children to participate and contribute. Teachers will use their knowledge of their class and individual pupils to adapt the content of the lesson to ensure it is accessible at the age and stage of the child’s development.
- › Sometimes the content of the lessons can be sensitive and ground rules of expectations are set with the class at the outset of the lesson. We provide a culture of openness and transparency where we encourage the children to ask questions about the topics being covered. Challenging questions will be assessed by the teacher and the response will depend on if the question being asked is best answered with the whole class or whether this is best to discuss in a small or 1:1 situation as other pupils may not be ready to hear the answer. If such questions arise that tip into other areas not planned to be covered the teacher will speak with the parent to share what the question is and the response provided. This enables parents to be prepared for any follow up questions. If the question is deemed inappropriate for the age and stage of the child this will be explained to the child but parents will also be informed and the parents can then choose whether they feel their child is ready for the information related to their question. This can be a challenging area to address in a policy due to the different developmental stages of the individual child – some are more emotionally mature than others for their age and vice versa, equally some may have additional knowledge due to their family dynamic of older siblings. Therefore, each is assessed on a case by case situation and communication with parents/carers in these situations is a priority for home/school partnership.
- › All teachers are trained in delivering the curriculum and have opportunities to discuss with the PSHE lead and headteacher if they have any concerns about delivering any section of the curriculum. Teachers teach to the curriculum content and do not promote their own personal beliefs in any lessons.
- › The resources used in lessons are a mixture of discussions, information presentations and on some occasions the children will record what they have learnt or their thoughts and ideas.
- › Teachers assess the children based on their engagement, responses and knowledge shared in each lesson.
- › Parents will be updated about their child’s attitude to learning in this subject and their assessed levels at parents evening twice a year and end of year report.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher and subject leader to account for its implementation. Our governing body are assigned responsibility for different subjects and PSHE is overseen by Darlene Grimsby.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school along with the subject leader who carries out monitoring across all year groups.

4.3 Staff

Staff are responsible for:

- › Delivering PSHE in a sensitive way
- › Modelling positive attitudes to PSHE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › The PSHE lead is Mrs Donna Southon

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. A class code of conduct and rules are in place for these lessons.

5. Monitoring arrangements

The delivery of PSHE is monitored by Donna Southon through:

All teachers are provided with a long-term plan and schemes of learning for each half term. These have been organised in a sequential way to build upon previous learning while also allowing for areas within the curriculum to be revisited.

All teachers track children's learning in each lesson using our assessment system on Arbor. This is overseen and monitored by the subject leader. Floor books for the subject are updated every half term with quotes from the children's responses as well as photographs or examples of the work completed in these sessions. These are reviewed regularly throughout the year by the subject leader. Observations of PSHE in class are also carried out by the subject leader. This policy will be reviewed by Donna Southon as the PSHE leader annually. At every review, the policy will be approved by the governing board and the headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

RSE policy

Appendix 1

PSHE, Life Skills and Wellbeing Curriculum Map – 2023 onwards

	Strand	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Health and wellbeing</p> <p>PSED – EYFS Statement – ‘Manage their own needs. - personal hygiene’/ Education Solutions RSE - Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p> <p>This is a continuous strand that will run throughout the year</p> <p>(H11, H12, H13 & H14 Links to Education Solutions RSE - Pupils can identify a range of feelings and how these are</p>	<p>Healthy Lifestyles</p> <p>H1. About what keeping healthy means; different ways to keep healthy</p> <p>H2. About foods that support good health and the risks of eating too much sugar.</p> <p>H3. About how physical activity helps us to stay healthy; and ways to be physically active every day.</p> <p>(Directly links to PSED - EYFS Statement – Know and talk about the different factors that support their overall health and</p>	<p>Mental Health</p> <p>H11. About different feelings that humans can experience.</p> <p>H12. How to recognise and name different feelings.</p> <p>H13. How feelings can affect people’s bodies and how they behave.</p> <p>H14. How to recognise what others might be feeling.</p> <p>(Directly links to PSED - EYFS Statement – ‘Express their feelings and consider the feelings of others’,</p>	<p>Ourselves: Growing and Changing</p> <p>H21. To recognise what makes them special.</p> <p>H22. To recognise the ways in which we are all unique.</p> <p>H23. To identify what they are good at, what they like and dislike.</p> <p>(Directly links to PSED - EYFS Statement – ‘See themselves as a valuable individual.’)</p>		<p>Keeping Safe</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>(Directly links to PSED - EYFS Statement – Know and talk about the different factors that support their</p>	

	<p>expressed, including words to describe them and simple strategies for managing feelings.)</p> <p>(H23 Links to Education Solutions RSE - Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.)</p>	<p>wellbeing;- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian')</p>	<p>'show resilience and perseverance in the face of challenge, & 'think about the perspectives of others.')</p>			<p>overall health and wellbeing; regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian')</p>	
	<p>Relationships</p> <p>(R1, R2 & R3 Links to Education Solutions RSE - Pupils can identify the special people in their lives, what makes them special and how special people care for one another.)</p> <p>(R13 Links to Education Solutions RSE - Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.)</p>	<p>Families and Positive Relationships</p> <p>R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p> <p>R2. To identify the people who love and care for them and what they do to help them feel cared for.</p> <p>R3. About different types of families including those that may be different to their own.</p>		<p>Safe Relationships</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>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>Respecting self and others</p> <p>R21. About what is kind and unkind behaviour, and how this can affect others.</p> <p>R22. About how to treat themselves and others with respect; how to be polite and courteous.</p> <p>(Directly links to PSED - EYFS Statement – 'Think about the perspectives of others.')</p>	

		(Directly links to PSED - EYFS Statement – ‘Build constructive and respectful relationships.’)				
	<p>Living in the wider world</p> <p>(R3 & L6 Links to Education Solutions RSE - Pupils understand that there are similarities and differences between everyone and can celebrate this.)</p>		<p>Shared Responsibilities</p> <p>L1. About what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>L2. How people and other living things have different needs; about the responsibilities of caring for them.</p> <p>L3. About things they can do to help look after their environment.</p> <p>(Links to PSED - EYFS Statement – ‘Identify and</p>		<p>Communities</p> <p>L4. About the different groups they belong to.</p> <p>L5. About the different roles and responsibilities people have in their community.</p> <p>L6. To recognise the ways, they are the same as, and different to, other people.</p> <p>(Links to PSED - EYFS Statement – ‘Identify and moderate their own feelings socially and emotionally.’)</p>	<p>Media literacy and digital resilience</p> <p>L7. About how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>Economic wellbeing: money</p> <p>L10. What money is; forms that money comes in; that money comes from different sources.</p> <p>Economic wellbeing: aspirations, work and career</p> <p>L14. That everyone has different</p>

			moderate their own feelings socially and emotionally.')				strengths.
Year 1	<p>Health and wellbeing</p> <p>(H15, H16 & H18 Links to Education Solutions RSE - Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.)</p> <p>(H25 Links to Education Solutions RSE - Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.)</p> <p>(H5 Links to Education Solutions RSE - Pupils understand that some diseases are spread, the right to be protected from diseases and the responsibility to protect others.)</p>		<p>Healthy Lifestyles</p> <p>H3. About how physical activity helps us to stay healthy; and ways to be physically active every day.</p> <p>H4. About why sleep is important and different ways to rest and relax.</p> <p>H5. Simple hygiene routines that can stop germs from spreading.</p> <p>H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p>	<p>Mental Health</p> <p>H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>H16. About ways of sharing feelings; a range of words to describe feelings.</p> <p>H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>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.</p>	<p>Ourselves: Growing and Changing</p> <p>H23. To identify what they are good at, what they like and dislike.</p> <p>H24. How to manage when finding things difficult.</p> <p>H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p>	<p>Healthy Lifestyles</p> <p>H8. How to keep safe in the sun and protect skin from sun damage.</p> <p>Keeping Safe</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>Relationships</p> <p>(R6, R10, R11, R12 & R24 Links to Education Solutions RSE - Pupils understand the importance of listening to other people and playing and working cooperatively, including strategies to resolve simple disagreements through negotiation.)</p> <p>(R23, L4, L5, L6 Links to Education Solutions RSE - Pupils can identify and respect differences and similarities between people, and can celebrate this.)</p> <p>(R3, R4 & R5 Links to Education Solutions - Pupils can identify the people who look after them, and how to attract their attention if needed.)</p>	<p>Families and Positive Relationships</p> <p>R3. About different types of families including those that may be different to their own.</p> <p>R4. To identify common features of family life.</p> <p>R5. That it is important to tell someone (such as their teacher) if something about their family, friends or others that makes them unhappy or worried.</p>	<p>Friendships</p> <p>R6. About how people make friends and what makes a good friendship.</p> <p>R7. About how to recognise when they or someone else feels lonely and what to do.</p>	<p>Managing Hurtful Behaviours & Bullying</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>Safe Relationships</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>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>Respecting self and others</p> <p>R22. About how to treat themselves and others with respect; how to be polite and courteous.</p> <p>R23. To recognise the ways in which they are the same and different to others.</p> <p>R24. How to listen to other people and play and work cooperatively.</p>
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	Living in the wider world	<p>Shared Responsibilities</p> <p>L1. About what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>L2. How people and other living things have different needs; about the responsibilities of caring for them.</p> <p>L3. About things they can do to help look after their environment.</p>	<p>Communities</p> <p>L4. About the different groups they belong to.</p> <p>L5. About the different roles and responsibilities people have in their community.</p> <p>L6. To recognise the ways they are the same as, and different to, other people.</p>			<p>Media literacy and digital resilience</p> <p>L8. About the role of the internet in everyday life.</p> <p>Economic wellbeing: money</p> <p>L11. That people make different choices about how to save and spend money.</p> <p>L12. About the difference between needs and wants; that sometimes people may not always be able to have the things they want.</p>	<p>Economic wellbeing: aspirations, work and career</p> <p>L14. That everyone has different strengths.</p> <p>L15. That jobs help people to earn money to pay for things.</p> <p>L16. Different jobs that people they know or people who work in the community do.</p>

Year 2	Health and wellbeing (H25 Links to Education Solutions RSE - Pupils can recognise how they grow and will change as they become older.)	Healthy Lifestyles H5. Simple hygiene routines that can stop germs from spreading. H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. H9. About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.			Ourselves: Growing and Changing H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) and to talk about how they grow and change as they become older.	Healthy Lifestyles H10. About the people who help us to stay physically healthy. Keeping Safe 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. H35. About what to do if there is an accident and someone is hurt. H36. How to get help in an emergency (how to dial 999 and what to say).	Drugs, Alcohol and Tobacco H37. About things that people can put into their body or on their skin; how these can affect how people feel.
	Relationships	Families and Positive	Friendships R6. About how	Managing Hurtful Behaviours &	Safe Relationships R13. To recognise	Respecting self and others	Safe Relationships

	<p>(R23 & R25 Links to Education Solutions RSE - Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.)</p> <p>(R10, R11 & R12 Links to Education Solutions RSE - Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.)</p> <p>(R23 & R2 Links to Education Solutions RSE - Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.)</p> <p>(R13, R16 & R17 Links to Education Solutions RSE - Pupils can judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond.)</p> <p>(R18 Links to Education Solutions RSE - Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.)</p>	<p>Relationships</p> <p>R5. That it is important to tell someone (such as their teacher) if something about their family, friends or others that makes them unhappy or worried.</p>	<p>people make friends and what makes a good friendship.</p> <p>R7. About how to recognise when they or someone else feels lonely and what to do.</p> <p>R8. Simple strategies to resolve arguments between friends positively.</p> <p>R9. How to ask for help if a friendship is making them feel unhappy.</p>	<p>Bullying</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>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>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>R25. How to talk about and share their opinions on things that matter to them. (Setting goals and targets).</p>	<p>R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>Families and Positive Relationships</p> <p>R21. To identify the people who love and care for them and what they do to help them feel cared for.</p>
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					<p>R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p>		
	<p>Living in the wider world</p>	<p>Shared Responsibilities</p> <p>L2. How people and other living things have different needs; about the responsibilities of caring for them.</p> <p>L3. About things they can do to help look after their environment.</p>	<p>Communities</p> <p>L4. About the different groups they belong to.</p> <p>L5. About the different roles and responsibilities people have in their community.</p> <p>L6. To recognise the ways, they are the same as, and different to, other people.</p>	<p>Media literacy and digital resilience</p> <p>L7. About how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>L8. About the role of the internet in everyday life.</p> <p>L9. That not all information seen online is true.</p>		<p>Economic wellbeing: money</p> <p>L13. That money needs to be looked after; different ways of doing this.</p>	<p>Economic wellbeing: aspirations, work and career</p> <p>L15. That jobs help people to earn money to pay for things.</p> <p>L16. Different jobs that people they know or people who work in the community do.</p> <p>L17. About some of the strengths and interests someone might need to do different jobs.</p>
<p>Year 3</p>	<p>Health and wellbeing</p>	<p>Healthy Lifestyles</p> <p>H1. How to make informed decisions</p>		<p>Mental Health</p> <p>H15. That mental health, just like</p>	<p>Ourselves: Growing and Changing</p> <p>H25. About personal</p>	<p>Keeping Safe</p> <p>H37. Reasons for following and</p>	<p>Drugs, Alcohol and Tobacco</p> <p>H37. About things</p>

	<p>(H25/H26 Links to – Education Solutions RSE - Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.)</p> <p>(H27/H28 Links to - Education Solutions RSE - Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.)</p> <p>(H30 Links to - Education Solutions RSE - Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.)</p>	<p>about health.</p> <p>H2. About the elements of a balanced, healthy lifestyle.</p> <p>H3. About choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p>		<p>physical health, is part of daily life; the importance of taking care of mental health.</p> <p>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.</p> <p>H17. To recognise that feelings can change over time and range in intensity.</p>	<p>identity; what contributes to who we are (e.g. ethnicity, family, gender – (male & female only), faith, culture, hobbies, likes/ dislikes).</p> <p>H26. That for some people gender identity does not correspond with their biological sex. Removed under new guidance</p> <p>H27. To recognise their individuality and personal qualities.</p> <p>H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. (No reference to the act of sexual intercourse)</p>	<p>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 to reduce risks and keep safe.</p>	<p>that people can put into their body or on their skin; how these can affect how people feel.</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>
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	<p>Relationships</p> <p>(R1/R2 Links to Education Solutions RSE - Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.)</p> <p>(R22 Links to Education Solutions RSE - Pupils understand the right to protect their body from unwanted touch.)</p>	<p>Families and Positive Relationships</p> <p>R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>R2. That people may be attracted to someone emotionally or romantically and sexually; that people may be attracted to someone of the same or different gender. sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>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.</p>	<p>Friendships</p> <p>R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>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> <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>Managing Hurtful Behaviours & Bullying</p> <p>R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p>	<p>Safe Relationships</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>Respecting self and others</p> <p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>	
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	Living in the wider world		<p>Shared Responsibilities</p> <p>L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>L2. To recognise there are human rights, that are there to protect everyone.</p>	<p>Communities</p> <p>L6. About the different groups that make up their community; what living in a community means.</p> <p>L7. To value the different contributions that people and groups make to the community.</p>		<p>Media literacy and digital resilience</p> <p>L11. Recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p>	<p>Economic wellbeing: money</p> <p>L17. About the different ways to pay for things and the choices people have about this.</p> <p>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'.</p> <p>Economic wellbeing: aspirations, work and career</p> <p>L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>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.</p>
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<p>Year 4</p>	<p>Health and wellbeing</p> <p>(H17, H18 & H19 Links to Education Solutions RSE - Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.)</p> <p>(H28, L7 & L8 Links to Education Solutions RSE - Pupils can recognise differences and similarities between people arise from a number of factors including family and personal identity.)</p> <p>(H30 Links to Education Solutions RSE - Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.)</p>	<p>Healthy Lifestyles</p> <p>H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>H5. About what good physical health means; how to recognise early signs of physical illness.</p> <p>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.</p> <p>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</p>		<p>Mental Health</p> <p>H17. To recognise that feelings can change over time and range in intensity.</p> <p>H18. About everyday things that affect feelings and the importance of expressing feelings.</p> <p>H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p>	<p>Ourselves: Growing and Changing</p> <p>H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. (No reference to the act of sexual intercourse)</p>	<p>Keeping Safe</p> <p>H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to 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>Drugs, Alcohol and Tobacco</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>
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		risks associated with an inactive lifestyle.					
	<p>Relationships</p> <p>R3, R4 & R5 Links to Education Solutions RSE - Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.)</p> <p>(R19 & R20 Links to Education Solutions RSE - Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.)</p> <p>(R25 Links to Education Solutions RSE - Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.)</p>	<p>Families and Positive Relationships</p> <p>R3. About marriage and civil partnership as a legal declaration of commitment</p> <p>made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>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.</p> <p>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.</p>	<p>Friendships</p> <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>Managing Hurtful Behaviours & Bullying</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>Safe Relationships</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>Respecting self and others</p> <p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>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</p> <p>and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p>	
	<p>Living in the wider world</p>		<p>Shared Responsibilities</p> <p>L2. To recognise</p>	<p>Communities</p> <p>L8. About diversity: what it means; the</p>		<p>Media literacy and digital resilience</p> <p>L13. About some of</p>	<p>Economic wellbeing: money</p> <p>L19. That people's</p>

	<p>(H28, L7 & L8 Links to Education Solutions RSE - Pupils can recognise differences and similarities between people arise from a number of factors including family and personal identity.)</p>		<p>there are human rights, that are there to protect everyone.</p> <p>L3. About the relationship between rights and responsibilities.</p> <p>Communities</p> <p>L7. To value the different contributions that people and groups make to the community</p>	<p>benefits of living in a diverse community; about valuing diversity within communities.</p>		<p>the different ways information and data is shared and used online, including for commercial purposes.</p> <p>L14. About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p>	<p>spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>L20. To recognise that people, make spending decisions based on priorities, needs and wants.</p> <p>Economic wellbeing: aspirations, work and career</p> <p>L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <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</p>
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							assumptions can deter people from aspiring to certain jobs).
Year 5	<p>Health and wellbeing</p> <p>(H31 Links to Education Solutions RSE - Pupils can anticipate how their emotions may change as they approach and move through puberty.)</p> <p>(H30, H32 & H34 Links to Education Solutions RSE - Pupils can anticipate how their body may change as they approach and move through puberty.)</p> <p>(H42 & R31 Links to Education Solutions RSE - Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.)</p>	<p>Healthy Lifestyles</p> <p>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.</p> <p>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.</p> <p>H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p>		<p>Mental Health</p> <p>H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>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</p>	<p>Ourselves: Growing and Changing</p> <p>H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. (Body changes are needed to allow conception of babies – no reference to sexual intercourse)</p> <p>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).</p> <p>H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal</p>	<p>Keeping Safe</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</p>	<p>Drugs, Alcohol and Tobacco</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>

				adult.	hygiene. H34. About where to get more information, help and advice about growing and changing, especially about puberty.	dealing with common injuries.	
	<p>Relationships</p> <p>(R5, R6 & R7 Links to Education Solutions RSE - Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.)</p> <p>(R19 & R20 Links to Education Solutions RSE - Pupils know the correct terms associated with gender identity (male & female only) and sexual orientation and the unacceptability of homophobic and transphobic bullying.)</p> <p>Details on other forms of gender identity and transgender will be addressed in KS3 & KS4.</p> <p>(H42 & R31 Links to Education Solutions RSE - Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.)</p>	<p>Families and Positive Relationships</p> <p>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.</p> <p>R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families,</p>	<p>Friendships</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</p>	<p>Managing Hurtful Behaviours & Bullying</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 – linked to gender and sexuality); how to report concerns and get support.</p>	<p>Safe Relationships</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. (Contact but not sexual intercourse)</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>Respecting self and others</p> <p>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.</p> <p>R32. About respecting the differences and similarities between people and recognising what</p>	

		foster parents); that families of all types can give family members love, security and stability.	friends.			they have in common with others e.g. physically, in personality or background.	
	Living in the wider world (R31, H42 & L15 Links to Education Solutions RSE - Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.)		<p>Shared Responsibilities</p> <p>L3. About the relationship between rights and responsibilities.</p> <p>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.</p> <p>Communities</p> <p>L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>L9. About stereotypes; how they can negatively influence behaviours and attitudes</p>			<p>Media literacy and digital resilience</p> <p>L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>	<p>Economic wellbeing: money</p> <p>L21. Different ways to keep track of money.</p> <p>L22. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>Economic wellbeing: aspirations, work and career</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</p>

			towards others; strategies for challenging stereotypes.				the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
Year 6	<p>Health and wellbeing</p> <p>(H33 Links to Education Solutions RSE - Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.)</p> <p>(H33, H34 & H35 Links to Education Solutions RSE - Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this.)</p> <p>(H45 Links to Education Solutions RSE - Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).)</p> <p>(H34 & H50 Links to Education Solutions RSE - Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.)</p>	<p>Healthy Lifestyles</p> <p>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).</p> <p>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.</p> <p>H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p>		<p>Mental Health</p> <p>H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p>	<p>Ourselves: Growing and Changing</p> <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 and keep ourselves healthy from sexually transmitted diseases), how babies need to be cared for'.</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</p>	<p>Keeping Safe</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>	<p>Drugs, Alcohol and Tobacco</p> <p>H49. About the mixed messages in the media about drugs, including alcohol and smoking/ vaping.</p> <p>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.</p>

		H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.			bring.		
	Relationships (R21, L9 & L10 Links to Education Solutions RSE - Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.)	Families and Positive Relationships 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.	Families and Positive Relationships R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. Friendships R16. How friendships can change over time, about making new friends and the benefits of having different types of friends. R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. R18. To recognise if a friendship (online or offline) is making them feel unsafe or	Managing Hurtful Behaviours & Bullying 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. R21. About discrimination: what it means and how to challenge it.	Safe Relationships R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).	Respecting self and others 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.	

			uncomfortable; how to manage this and ask for support if necessary.				
	<p>Living in the wider world</p> <p>(R20, R21 & L16 Links to Education Solutions RSE - Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.)</p>		<p>Shared Responsibilities</p> <p>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.</p> <p>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).</p>	<p>Communities</p> <p>L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>L10. About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>		<p>Media literacy and digital resilience</p> <p>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.</p>	<p>Economic wellbeing: money</p> <p>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.</p> <p>L24. To identify the ways that money can impact on people's feelings and emotions</p> <p>Economic wellbeing: aspirations, work and career</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>