

Brandwood Community Primary School

PSHE Education Policy

Approved by: The Governing Board Feb 2026
Review Date: Feb 2027

PSHE Education Policy

Rationale

It is our intention that PSHE (Personal, Social, Health and Economic) Education will be set in the context of our whole school approach to support learners to be safe, happy and prepared for life beyond primary school. For example, the PSHE Education curriculum complements and supports the wider policies of behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any disclosures learners may make as a result of the subject content). The PSHE Education programme of study is reflective of our school ethos and values as they pertain to the learners' social, moral, spiritual and cultural development and our pastoral care system.

PSHE Education is designed to promote the personal, social and emotional wellbeing and development of our learners. It helps to equip them with the knowledge and skills they will need to lead healthy, confident and independent lives. PSHE Education aims to help learners understand how they are developing personally and socially. Alongside other curriculum subjects, it tackles many of the moral, social and cultural issues that are part of growing up. It also gives learners an understanding of fundamental British Values (democracy, rule of law, individual liberty and mutual respect for all) and helps develop their resilience to peer pressure, extremist views and propaganda. Finally, it makes learners aware of the rights and responsibilities inherent in being a good citizen and introduces them to the principles of prudent financial planning.

In reviewing our planning and teaching, we have also considered how the teaching of PSHE can support the development of important personal attributes in learners, such as: honesty, kindness, tolerance, courtesy, resilience, self-efficacy, integrity, courage, humility and a sense of justice as well as how those attributes are also developed by other aspects of school curriculum provision. The Relationships Education statutory curriculum also supports these aspects of personal development.

Introduction

This policy is available on the school website, so that all our stakeholders can access it and raise any queries or concerns directly with the school. The school determines how to deliver the subject but statutory guidance offered by the Department for Education (DfE) for the Health Education aspect of PSHE is fully taken into account. The policy is implemented throughout the school.

It should be noted that from September 2020, under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, and updated July 2025, it is compulsory:

- for all primary schools to provide **Relationships Education**. Primary schools *may* also choose to provide sex education other than that covered by the science curriculum
- for all schools including academies and free schools, but not independent schools, to provide **Health Education**. However, Personal, Social, Health and Economic education (PSHE) continues to be compulsory in independent schools

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise potential issues in themselves and others and to seek support as early as possible if issues arise.

Relationships Education is not covered within this policy because it is a stand-alone policy and is also published on the school website.

However, to clarify, in response to the 2019 regulations (revised July 2025), our school has chosen not to provide sex education, other than that covered by the statutory science curriculum. It should also be noted that parents and carers may no longer withdraw their children from any part of Health or Relationships Education nor the science curriculum as all are statutory and therefore participation is compulsory.

Aims

Our programme of study in PSHE Education aims to provide learners with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn knowledge into personal understanding and application in different situations
- Opportunities to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy
- The understanding of the need to respect themselves and others

- The information needed to make effective decisions about their own health and wellbeing
- Basic knowledge of the world of work and developing aspirations
- An understanding of some basic principles of finance
- The tools to help them play an active role as responsible local and global citizens in later life

Inclusion

At our school we are consistently mindful of our duty to make reasonable adjustments to alleviate the potential disadvantage or vulnerability of any of our learners under the SEND code of practice or for those learning English as a new language when planning for PSHE lessons. Also, no learner will be discriminated against because of any 'protected characteristics' under the relevant provisions of the Equality Act 2010 (i.e. age, sex, race, disability, religion or belief, gender reassignment or sexual orientation).

Governor Responsibilities

The governing board has approved this policy and will ensure that:

- This policy is available on the school website and is reflective of the statutory guidance for the Health Education aspect of PSHE Education
- Clear information will be provided for parents and carers with regards to the agreed programme of study for PSHE Education
- Learners are not permitted to be withdrawn from Health Education lessons in line with the statutory regulations
- Health Education, as taught at our school, fulfils its legal obligations
- Health Education is adequately resourced, well led and effectively managed, providing high quality, carefully planned lessons from teachers or approved partners who keep abreast of the latest developments in pedagogy and technology to support the subject.
- Health Education is delivered in a way that is accessible for all learners with SEND or those learning English as a new language or at the early stages of language acquisition so that all learners can make progress in achieving expected educational outcomes
- Health Education is delivered by teachers or external partners with a sound knowledge and awareness of the relevant provisions of the Equality Act 2010

PSHE Education Subject Leadership

The subject leads for PSHE Education will:

- In liaison with the Head Teacher and Assistant Head Teachers, agree who will deliver Health Education at the school, and ensure that they are fully aware of the relevant provisions of the Equality Act 2010 and what resources may be used
- Work closely with colleagues to ensure that the Health Education programme complements, and does not duplicate, content already covered in national curriculum subjects, e.g. science, computing, physical education, design technology, etc.
- Discuss with any visiting external partners the details of all aspects, including resources, of what will be covered in any session that they are being invited to provide, as well as confidentiality and procedures for reporting any safeguarding issues, before the session takes place
- Ensure a smooth transition between primary and secondary school by advising appropriate teachers at secondary schools what has been taught in Health Education at this primary school and publishing relevant policies and programmes of study on the school website

External Partners

Our school periodically uses external partners, who can bring specialist knowledge and different ways of engaging with young people, to deliver specific topics within PSHE Education e.g. Health Development Workers, the school nurse, dental hygiene nurse, St John's Ambulance, Mini First Aid, Crucial Crew and the Fire Brigade (Heart Start) etc.

The subject leads for PSHE Education, Head Teacher and Deputy Head Teachers check in advance that the teaching delivered by external partners fits with the planned programme for teaching Health Education at our school and that they are fully aware of the relevant provisions of The Equality Act 2010. Details of what will be covered by the external partner, the materials that will be used in the sessions, a session plan and how the session will be delivered are all discussed in advance to ensure age appropriateness for our learners and their inclusivity (SEND and EAL). The subject leads, Head Teacher and Assistant Head

Teachers will also discuss with the external partner, before the session takes place, how to deal with aspects of confidentiality and procedures for reporting of any safeguarding issues which might arise. A summary of what is taught by external partners and teachers is available on the school website on the PSHE and Relationships Education Overview and additional information with regards to external partner teaching support (**Appendix 1**).

Principles

PSHE Education is guided by the agreed ethos and values of our school:

- Our sense of belonging
- Care, compassion, empathy and respect for all
- Feeling safe and secure
- High standards and expectations
- Embracing diversity and multiculturalism
- Honesty and bravery
- Enthusiasm for learning
- Effective home-school relationships
- High quality, creative learning opportunities
- Collaborative learning
- Professional, collegial support

Parents & Carers

- We ensure parents and carers are kept informed about PSHE Education because parents and carers are the first educators of their children and have the most important influence as their children grow, mature and form relationships. Parents and carers are made aware of what will be taught and when via the information published on the school website
- The provision of an opportunity for parents and carers to learn about and ask questions about the Relationships Education programme was planned and delivered at the initial implementation with the intention that there would be increased confidence in our approach
- As the initial consultation period was in 2020-21, the school now encourages parents and carers with queries or concerns about the Relationships Education programme to approach school on an individual basis to discuss what will be taught and when, if necessary. Parents and carers are informed via letters prior to the teaching of potentially sensitive topics (e.g., healthy relationships in Year 5 and 6, NSPCC 'speak out stay safe') to outline exactly what will be taught and redirect them to appropriate avenues for raising any queries. In line with DfE (Department for Education) guidance the relevant provisions of the Equality Act 2010 will be explained to parents and carers with regards to this aspect of the curriculum, as necessary.

'The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society,' **Department for Education**

- Resources used in the teaching of PSHE Education will be available for parents and carers to view on request

Teaching & Learning

- We provide a safe and supportive learning environment where learners can develop the confidence to ask questions, challenge what they are told, draw on their own experience and express their views and opinions
- Our teaching methods take into account prior knowledge - we build on what learners know and have been taught previously, and gradually introduce new and more challenging learning which reflects the personal developmental needs of their age group and context
- We always take a positive approach that focuses on what learners can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives
- We use a wide variety of teaching and learning styles with emphasis on learner participation and the teacher as a facilitator. These may include discussions, debates, videos, online programmes, stories and talks by external partners such as health professionals and other relevant external partners
- PSHE Education values and teaching points are also introduced and explored in Key Stage and class assemblies
- We encourage our learners to reflect on their learning and the progress they have made and to apply what they have learned to say and to do from one school subject to another and from the classroom to their lives outside school
- We link the PSHE Education programme of study to other whole school approaches, e.g. behaviour management, pastoral support and to provide a setting where the responsible choice becomes the right choice
- Links are also made between PSHE Education and citizenship in other curriculum areas for example, English, RE, PE, science, DT, geography and history

- When age appropriate, we provide opportunities for learners to take part in activities where they can demonstrate their ability to take responsibility for their decisions.
- Elected representatives of each year group attend school council and ensure the themes from their work are reflective of fundamental British Values, the UNCRC and the SMSC curriculum

PSHE Education Teaching Framework

The strands of the framework for the programme of study for PSHE Education are progressive and are taught during the autumn and spring terms:

Autumn		Spring	
	Living in the Wider World		Health Education
Y1-6	Belonging to a Community	Y1, 3 & 5	Physical Health & Fitness & Healthy Eating
	Economic Education		Health & Prevention
	Environment	Y2, 4 & 6	Mental Wellbeing
	Internet Safety & Harms		
		Y5 & 6	Drugs, Alcohol & Tobacco
			Changing Adolescent Body
		Y5	Basic First Aid
		Y1-4	Growing & Changing

Planning

PSHE Education is delivered by the class teacher and sometimes, as detailed in **Appendix 1**, with the support of an approved external partner as part of the PSHE Education programme of study. Planning is completed in year group teaching teams and monitored by the subject leads.

Class teachers acknowledge the importance of personalised learning and the need to plan for a range of abilities within a class. This is achieved by:

- Setting different tasks within sessions
- Using a range of resources appropriate for the individual learners in each class
- Effective deployment of support staff

PSHE Education Curriculum Provision

The full, detailed programme of study for PSHE Education followed by our learners is available on our school website. The Health Education aspect of our revised PSHE Education curriculum is fully compliant with the DfE statutory guidance, which was updated in July 2025.

Health Education Statutory Guidance (September 2026)

Mental Wellbeing

Learners should know (at an-age-appropriate level):

- 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.

- How isolation and loneliness can affect children and that it is very important for children to discuss these 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).
- That 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.

Wellbeing Online

Learners should know (at an age-appropriate level):

- That for most people the internet is an integral part of life. Learners should be supported to think about positive and negative aspects of the internet.
- Learners should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting 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 impact of their online behaviour on others and know how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online, and that this can impact wellbeing; how to seek support from trusted adults.
- How to understand the information they find online, including from search engines and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical Health & Fitness

Learners should know (at an age-appropriate level):

- 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

Learners should know (at an age-appropriate level):

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- 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, Tobacco & Vaping

Learners should know (at an age-appropriate level):

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health Protection & Prevention

Learners should know (at an age-appropriate level):

- 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, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth and 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. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to learners.

Personal Safety

Learners should know (at an age-appropriate level):

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risk.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic First Aid

Learners should know (at an age-appropriate level):

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first-aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies

Learners should know (at an age-appropriate level):

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples. Learners should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

PSHE Curriculum Provision

Belonging to a Community

Learners should know (at an age-appropriate level):

- About rights and responsibilities as individuals, within the classroom, families and the community (leading to concepts of citizenship)
- How different groups and communities contribute to society
- How to demonstrate care and compassion towards others
- How to make choices about our own behaviour and understand that the consequences of our actions can impact on other people
- The needs of the local community and how these can change over time
- About the UNCRC and how we can help those that do not receive their rights
- How democracy and learner voice benefits the school community
- That they must understand and respect the rule of law and how laws are made

Economic Education

Learners should know (at an age-appropriate level):

- The importance of financial security and the effective management of money
- A basic understanding of enterprise and the world of work
- How to recognise and plan for their future goals and aspirations

Environment

Learners should know (at an age-appropriate level):

- How to respect and protect the environment

- How environmental changes can impact the local and global community
- About the importance of recycling
- About what can harm and what can help the environment including organisations that work to protect the world

Growing & Changing

Learners should know (at an age-appropriate level):

- What makes us unique and special
- How facial expressions can show how we and other people feel
- How to manage our emotions during transitional phases e.g. moving from KS1 to KS2, leaving primary school
- How to recognise and celebrate personal strengths and achievements
- How to show and develop resilience by managing setbacks and learning from failure
- How personal responsibility increases with age and taking responsibility for our actions
- Rules regarding road safety
- How to reduce risks

Assessment

We integrate effective assessment for learning by:

- Planning learning that shows progression across EYFS & each Key Stage
- Evaluating planning so that lessons consistently meet the needs of all learners
- Responding to and adapting planning to meet needs identified via class observations, discussions, circumstances, Zumos etc.

National Curriculum Links

We recognise PSHE Education compliments other national curriculum subjects. When teaching the national curriculum, we provide opportunities to draw links between the subjects and integrate teaching where appropriate. It should be noted that there continues to be no right of withdrawal from any part of the national curriculum or the statutory Relationships and Health Education.

Computing

The national curriculum for computing aims to ensure that all learners become proficient and respectful digital citizens. The specific link to PSHE Education is that it covers e-safety (digital citizenship), with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

Science

At Key Stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

PE

The national curriculum for PE aims to ensure that learners develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

DT

The national curriculum for DT includes teaching about basic principles of nutrition and healthy eating, which learners apply when they are cooking.

History

In history, learners are expected to gain and deploy a historically grounded understanding of abstract terms related to democracy and rule of law, such as 'parliament'. In Y6 learners are taught about the history of British law and order.

Managing Difficult Questions

Primary-age learners might ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Health Education - DfE Statutory guidance: Health Education (July 2019). Given the ease of access to the internet, those whose questions go unanswered may turn to inappropriate and unreliable sources of information, which we would hope to avoid. Consequently, should this issue arise the child in question would be advised that their question has been noted but will be addressed at another time and the parent or carer consulted before any further discussion takes place, if necessary.

Flexibility

As detailed in the DfE guidance, schools retain the freedom to determine an age-appropriate, developmental Health Education curriculum which meets the needs of all learners and is developed in consultation with parents, carers and governors whilst also complying with the relevant provisions of the Equality Act 2010 as noted earlier. Where appropriate, this may also require a differentiated curriculum. We have specific duties to increase the extent to which disabled learners can participate in the curriculum.

Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of learners. Therefore, this policy will be reviewed on an annual basis to ensure it is consistently fit for purpose and meets the needs of the school community as a whole.

Monitoring & Evaluation

The policy will be evaluated and reviewed annually by the PSHE and Relationships Education subject leads and teaching staff who deliver PSHE Education. The subject leads will monitor planning and use of resources before a lesson is taught and give feedback and advice to class teachers where necessary. Class teachers will evaluate the learning after each lesson and adapt planning if needed.

Reviewing

The governors will review this policy annually and assess its implementation and effectiveness in the light of any changes to the National Curriculum or to legislation.

This policy has been shared with and approved by the teaching staff and school governors. A copy of the policy is on the school website, so that all our stakeholders can access it.

Agreed by: The Teaching & Learning Governor Committee Feb 2026

Review Date: Feb 2027

Appendix 1

Contents

PSHE & Relationships Overview pg. 10-15

British Values & UNCRC Links pg. 16-17

Health Development Worker: Puberty Talks Pg 18

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Reception - The following table details what will be taught each term:

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Physical Health & Fitness & Healthy Eating	Growing & Changing	Health & Prevention	Caring Friendships	Online Relationships	Respectful Relationships
<p>Know that I am part of my new class</p> <p>Understand what the school rules & our class promises are</p> <p>Talk about my family & understand that families can be different to my own</p> <p>How to care for others</p> <p>Know about important people in our community</p> <p>Understand the importance of friendship & how to be a good friend</p>	<p>Know about different jobs that people do in my community</p> <p>Understand what success is</p> <p>How I can help at school & at home</p> <p>Know about charities & how they help people</p>	<p>How to stay safe</p> <p>Know about different types of houses & buildings</p> <p>Know about some local facilities e.g., library, swimming pool & parks</p> <p>How to make my local environment better e.g., litter picking</p> <p>How to care for living things, plants, pets, & wildlife</p>	<p>Know what being healthy means</p> <p>Some different types of exercise & that we all enjoy different types & have different talents</p> <p>Know about & understand a healthy diet</p> <p>Know some ways to take care of our bodies- Mini First Aid Training</p>	<p>To know that as we grow our bodies change</p> <p>To understand about different feelings we can experience (Zones of Regulation)</p> <p>Understand that people are all different & special</p>	<p>Understand & can perform some simple personal hygiene routines</p> <p>Know about ways to look after our teeth & keep them healthy -Oral Health Team Visit</p> <p>Ways to stay safe online at school & at home</p> <p>People who can help us stay safe- PCSO's, firemen, nurse visitors in school</p>	<p>Know how to be a good friend</p> <p>What it means to be caring & kind</p> <p>What it means to be honest & trustworthy</p> <p>What to do if someone is not being a good friend (bullying)</p>	<p>How to use devices safely under adult supervision</p> <p>What to do if we see something we do not like online or something we know is not safe (SMART)</p>	<p>Understand that everyone is different</p> <p>What the word 'unique' means</p> <p>To celebrate similarities & differences in our class</p>
<p>Linked Stories: Starting School People Who Help Us Our Class is a Family</p>	<p>Linked Stories: The Shopping Basket When I Grow Up You Choose Alfie Gets in First</p>	<p>Linked Stories: Some Pets Charlie and Lola: We Honestly Can Look After your Dog</p>	<p>Linked Stories: This is How we Keep Healthy All Bodies are Good Bodies Get Up and Go!</p>	<p>Linked Stories: The Growing Story How are you Feeling Today? The Lion Inside</p>	<p>Linked Stories: This is How we Stay Safe We're Going to the Dentist Let's Wash our Hands</p>	<p>Linked Stories: I Want a Friend! (Little Princess) Fox Makes Friends</p>	<p>Linked Stories: Smartie the Penguin Buddy the Dog</p>	<p>Linked Stories: The Same but Different Super Duper You</p>

Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectives

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 1 - The following table details what will be taught each term:

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Physical Health & Fitness & Healthy Eating	Growing & Changing	Health & Prevention	Caring Friendships	Online Relationships	Respectful Relationships
<p>What class promises are & links to the United Nations Conventions of the Rights of the Child, our rights and responsibilities within this community - School ethos & values</p> <p>How to recognise and celebrate diversity within the class & school</p> <p>How to contribute to the life of our classroom & school with positive actions & behaviour</p> <p>How to recognise that different aged people have different needs & how we can support them</p> <p>How to care for others' needs (babies, grandparents, etc.)</p> <p>The role of the school council & how to take an active role in discussions</p>	<p>Strengths & interests; jobs in the community (Police Officer, shop worker, dentist, nurse)</p> <p>Setting simple goals for success, e.g. saving up for a new toy, a trip or for a special occasion</p> <p>Earning money (reward) by completing chores at home, e.g. washing up, tidying a room, dusting etc.</p> <p>How to use money to help others locally & globally (charities & appeals)</p>	<p>Identify different types of houses & buildings near school</p> <p>Safe places in the local area to play (park, youth club, children's centres, community group, leisure centre)</p> <p>Awareness of local facilities, e.g. library, museum & leisure centre.</p> <p>How to improve the school & local environment, e.g. litter picking, classroom monitors</p> <p>Recognise that living things have needs & how to meet these, e.g. caring for a pet or plant</p>	<p>The characteristics & mental & physical benefits of an active lifestyle</p> <p>The importance of building regular exercise into daily & weekly routines & how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>What constitutes a healthy diet (including understanding calories & other nutritional content)</p>	<p>What makes us unique & special (talents, special interests, hobbies) & our aspirations for the future</p> <p>Managing when things go wrong or change (moving house, change of school, new sibling)</p> <p>How facial expressions can show how we & others feel & how to respond to this</p>	<p>About dental health & the benefits of good oral hygiene & dental flossing, including regular check-ups at the dentist</p> <p>About personal hygiene & germs including bacteria, viruses, how they spread & are treated, & the importance of handwashing</p> <p>Recognise how medicines help if we feel unwell & the importance of keeping them in a locked cupboard</p>	<p>How important friendships are in making us feel happy & secure, & how people choose & make friends</p> <p>The characteristics of positive friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests & experiences & support with problems & difficulties</p> <p>How to recognise different types of bullying & what bullying is</p>	<p>'SMART' rules for staying safe online - Safe, Meet, Accepting, Reliable & Tell</p> <p>How to use the internet & digital devices safely under the supervision of an adult</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>NSPCC: 'Speak out Stay Safe' Assembly</p>	<p>The conventions of courtesy & manners</p> <p>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</p>

Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectives

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 2 - The following table details what will be taught each term:

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Mental Wellbeing	Growing & Changing	Internet Safety & Harms	Families & People Who Care For Me	Being Safe	Respectful Relationships
<p>What class promises are & links to the United Nations Conventions of the Rights of the Child, our rights and responsibilities within this community - School ethos & values</p> <p>How to recognise and celebrate that we live in a diverse community</p> <p>The benefits of belonging to a group (community, culture, hobby or club)</p> <p>About being the same & different in the community, e.g. understand the diverse cultural communities our families represent, disabled members of the community & those in need of support, e.g. lonely, elderly etc.</p> <p>To think about the qualities of an effective school councillor when voting</p> <p>To know the role of the school council & the take an active role in discussions</p>	<p>The difference between needs & wants (The United Nations Convention of the Rights of the Child)</p> <p>How to look after money by understanding the ways we can keep money safe</p> <p>To learn that money can be used for different purposes</p> <p>Different ways to earn & save money</p> <p>How they can use money to help others locally & globally (charities & appeals)</p>	<p>Which materials can be recycled & which cannot & the implication of this on the environment</p> <p>The importance of looking after the environment</p> <p>The impact of global warming, plastic & other pollution is having on different habitats</p> <p>About people who care for the environment (gardeners, road cleaners)</p> <p>How to recognise ways that the local environment can be harmed (vandalism, graffiti, noise pollution) & how to prevent these</p> <p>To develop our own sense of pride for the school environment & surrounding areas</p> <p>How the school environment helps to promote a healthy lifestyle, e.g. greenhouse, salad bar, playground & sports pitch</p>	<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) & scale of emotions that all humans experience in relation to different experiences & situations</p> <p>How to recognise & talk about their emotions, including having a varied vocabulary of words to use when talking about their own & others' feelings</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends & family & the benefits of hobbies & interests</p>	<p>About growing older, recognising what we can do now that we could not do when we were younger & what we might need help with when we are elderly</p> <p>How to cope with moving class or year group (feelings & emotions)</p> <p>To recognise that we are responsible for our own & others' safety & when to say 'yes', 'no', 'I'll ask' & 'I'll tell'</p> <p>How we should take responsibility for our own actions</p> <p>Road safety rules: Stop, look & listen, before you cross the road</p>	<p>That for most people the internet is an integral part of life & has many benefits</p> <p>How to use different devices safely.</p> <p>Where & how to report concerns & get support with issues online</p> <p>The importance of showing respect to others online & ways to act as a responsible digital citizen</p>	<p>That families are important for children growing up because they can give love, security & stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection & care for children & other family members, the importance of spending time together & sharing each other's lives</p> <p>That family members & relationships can change (divorce, separation & bereavement)</p> <p>What bullying is & how to respond to bullying to protect yourself & others</p>	<p>What sorts of boundaries are appropriate in friendships with peers & others (including in a digital context)</p> <p>About the concept of privacy & the implications of it for both children & adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>Where to get advice e.g. family, school and/or other sources</p> <p>Safety in different environments, e.g. near water, crossing the roads</p> <p>How to identify times & places when we feel safe & frightened & the danger of talking to strangers</p> <p>Safety at home & knowing what to do in case of an emergency at home e.g. fire</p> <p>NSPCC: 'Speak out Stay Safe' Assembly</p>	<p>The conventions of courtesy & manners</p> <p>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</p> <p>How to communicate our feelings, recognise how other learners show feelings & how we should respond</p> <p>How to recognise what is fair, unfair, right & wrong & supporting others to do the same</p>

Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objective

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 3 - The following table details what will be taught each term:

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Physical Health & Fitness & Healthy Eating	Growing & Changing	Health & Prevention	Caring Friendships	Online Relationships	Respectful Relationships
<p>The value of rules & laws that protect us, how they are made & are enforced, including the UNCRC (United Nations Convention of the Rights of the Child)</p> <p>About ways we can value and respect the diversity within our community</p> <p>To understand rights, freedoms & responsibilities, e.g. respecting each other</p> <p>How to recognise that rules are needed in different situations & how we can take part in making & changing them</p> <p>About the needs of the community & the local environment & how these can change over time (local shops, playing fields, etc.)</p> <p>To understand the role of the school council, how they benefit the school community & take an active role in discussions</p>	<p>About different jobs & skills & how we get money when we are younger (pocket money, gifts, doing little jobs at home) & as adults (wages)</p> <p>How to identify ways to keep money safe (savings, bank accounts)</p> <p>That individual people & families may need or choose to spend their money in different ways</p> <p>How to set personal goals & understand that challenges are important for motivation & enthusiasm to achieve</p> <p>How to recognise & challenge job stereo types & explore the fact that male & female stereotyping can exert unwanted pressures & unfair limitations, e.g. no male nurses or female builders</p> <p>How they can use money to help others locally & globally (charities & appeals)</p>	<p>How household items can be recycled & the impact this has on the environment (school recycling competition)</p> <p>How to identify dangerous places in the local & home environment & understand the importance of keeping away from them (water, railways, electricity)</p> <p>Causes of pollution (litter, noise, fire smoke) & the impact of this on living things</p> <p>Actions that spoil the environment (litter, dog fouling, noise, graffiti)</p> <p>How we can improve the local environment by actively getting involved (litter picking)</p>	<p>The characteristics & mental & physical benefits of an active lifestyle</p> <p>The importance of building regular exercise into daily & weekly routines & how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>The principles of planning & preparing a range of healthy meals</p>	<p>The importance of self-respect e.g. recognising & celebrating our personal strengths, talents & achievements</p> <p>How to show resilience by managing & reframing setbacks</p> <p>That successes may affect others' self-esteem & that 'failing' is part of the learning process & is acceptable (perseverance)</p> <p>To recognise what affects feelings, e.g. happy or sad events (starting & leaving school, birthdays, celebrations, holidays)</p> <p>The importance of recognising & expressing emotions through talking</p> <p>That behaviour is about choice but also that appropriate behaviour is expected & we are all responsible for our own words & actions</p> <p>Respectful behaviour, e.g. using manners, showing respect to everyone</p>	<p>The importance of sufficient good quality sleep for good health & that a lack of sleep can affect weight, mood & ability to learn</p> <p>The facts & science relating to allergies, immunisation & vaccination</p> <p>Risks & hazards including the risk of household substances if misused, e.g. keeping cleaning products locked in a cupboard</p> <p>Safety in the local environment & unfamiliar places, e.g. near water, crossing the road, railway, cycling, etc.</p>	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests & experiences & support with problems & difficulties</p> <p>That healthy friendships are positive & welcoming towards others, & do not make others feel lonely or excluded</p> <p>To develop the skills to recognise & maintain positive, healthy friendships, e.g. positive, communication, debate & compromise</p> <p>How to recognise & respond to a wider range of feelings in others, e.g. jealousy, embarrassment, etc.</p> <p>That bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally</p>	<p>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</p> <p>The rules & principles for keeping safe online, how to recognise risks, harmful content & contact, & how to report them</p> <p>NSPCC: 'Speak out Stay Safe' Assembly</p>	<p>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</p> <p>The importance of self-respect and how this links to their own happiness</p>

Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectives

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 4 - The following table details what will be taught each term:

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Mental Wellbeing	Growing & Changing	Internet Safety & Harms	Families & People Who Care For Me	Being Safe	Respectful Relationships
<p>That everyone has human rights & that all children have their own set of rights, set out in the UNCRC</p> <p>About the importance of respecting different viewpoints in valuing diversity</p> <p>To recognise the people we rely on in our school & local community & their roles</p> <p>The needs of the local environment & how these can change over time, e.g. more traffic</p> <p>How to share responsibilities & understanding how our actions can affect ourselves & others in positive & negative ways</p> <p>Why & how rules & laws that protect us are made & enforced</p> <p>About the role of the school council, how they benefit the school community & taking an active role in discussions</p>	<p>How to make decisions about money considering saving, spending & budgeting</p> <p>How to keep money safe & know how we can plan for future saving</p> <p>How to understand the advantages & disadvantages of different ways of saving (high street bank, building society, post office)</p> <p>How to identify jobs we would like to do when we are older</p> <p>How it feels to have hopes & dreams & how to make a new plan & set new goals if we have been disappointed (resilience)</p> <p>To understand risks in relation to money, e.g. borrowing & debt</p> <p>How they can use money to help others locally & globally (charities & appeals)</p>	<p>How household items can be recycled & the impact this has on the environment (Bolton council recycling competition)</p> <p>The biodiversity within different habitats, e.g. the Arctic</p> <p>To identify things that can damage habitats, e.g. river pollution, litter, etc.</p> <p>To learn about ways to care for habitats (conservation areas)</p> <p>That humans have a responsibility to protect some habitats (link to endangered species in the Arctic)</p> <p>To understand & compare the difference between two climate zones & the impact this has on the environment</p> <p>The impact of global warming, plastic & other pollution is having on different habitats, including the Arctic</p>	<p>How to recognise & talk about their emotions, including having a varied vocabulary of words to use when talking about their own & others' feelings</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary & service-based activity on mental wellbeing & happiness</p> <p>That bullying (including cyberbullying) has a negative & often lasting impact on mental wellbeing</p> <p>Where & 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).</p>	<p>Learn about personal responsibility & how the responsibility for this increases with age</p> <p>Know how to reduce risks that we may face: walking alone, answering the door or phone, speaking to strangers & road safety</p> <p>Learn about famous empathetic people, e.g. people in history (Florence Nightingale, Nelson Mandela, Martin Luther King, Princess Diana, etc.)</p> <p>How to show resilience by managing & reframing setbacks</p> <p>The importance of recognising & expressing emotions through talking</p>	<p>How to consider the effect of their online actions on others & know how to recognise & display respectful behaviour online & the importance of keeping personal information private</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying & harassment can take place, which can have a negative impact on mental health</p>	<p>That families are important for children growing up because they can give love, security & stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection & care for children & other family members, the importance of spending time together & sharing each other's lives</p> <p>To appreciate the life experiences of older generations & discuss any personal experiences of bereavement</p>	<p>How to respond safely & appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise & report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, & to keep trying until they are heard</p> <p>How to know the difference between 'risk', 'danger' & 'hazard'</p> <p>How to recognise that our increased independence means that we have increased responsibility for our own safety & the safety of other people</p> <p>NSPCC: 'Speak out Stay Safe' Assembly</p>	<p>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</p> <p>How to respond to hurtful behaviour appropriately & learning that our actions affect ourselves & others</p> <p>What a stereotype is, & how stereotypes can be unfair, negative or destructive</p>

Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text- PSHE School Objectives

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 5 - The following table details what will be taught each term:

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Physical Health & Fitness, Healthy Eating & Drugs, Alcohol & Tobacco	Changing Adolescent Body	Health & Prevention & Basic First Aid	Caring Friendships	Online Relationships	Respectful Relationships
<p>What class promises are & links to the United Nations Conventions of the Rights of the Child, our responsibilities within this community - School ethos & values</p> <p>About valuing diversity and the different skills needed to resolve conflicts between culture groups</p> <p>Demonstrating compassion towards others, including those different from ourselves</p> <p>How to make choices about our own behaviour & understand the consequences of actions can impact on other people & the shared responsibility for group actions</p> <p>The roles of voluntary groups & charities</p> <p>About the rule of law & how British laws are made in the Houses of Parliament</p> <p>How democracy & learner voice benefits the school community</p> <p>The role of the school council & taking an active role in discussions</p>	<p>How to identify their career interests & aspirations & explore how much people earn in different jobs</p> <p>What influences career choices e.g. money, hours of work & personal interests</p> <p>What is taken away (deducted) from the money that we earn & why (national insurance, tax & pensions)</p> <p>How to identify & challenge workplace stereotypes e.g. only boys can be engineers or girls as nurses</p> <p>To consider the needs of the global environment & the impact of consumer choices (Fairtrade)</p> <p>The importance of helping others to achieve their goals at home & abroad (global & local fundraising)</p>	<p>To protect the environment e.g. energy use, recycling</p> <p>How the local environment has changed over time</p> <p>How any proposed changes in local land use impacts the environment</p> <p>The impact of changes on the local community & people's points of view & how the changes affect people in different ways, e.g. pros & cons of building on the all-weather pitches</p> <p>To understand that people of different ages & abilities require different environments & respect this fact (recreational, living opportunities, wheelchair access)</p>	<p>The characteristics & mental & physical benefits of an active lifestyle</p> <p>The risks associated with an inactive lifestyle (including obesity)</p> <p>How & when to seek support including which adults to speak to in school if they are worried about their health</p> <p>The characteristics of a poor diet & risks associated with unhealthy eating (including, obesity & tooth decay) & other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>The facts about legal & illegal harmful substances & associated risks, including smoking, alcohol use & drug-taking</p> <p>That images in the media can be adapted & do not always reflect reality, e.g. filters - unrealistic expectations & the dangers of this</p>	<p>Health Development Worker Puberty Talk: Physical & emotional changes in puberty & personal hygiene routines</p> <p>Key facts about puberty & the changing adolescent body, particularly from age 9 through to age 11, including physical & emotional changes</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle</p>	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>About safe & unsafe exposure to the sun, & how to reduce the risk of sun damage, including skin cancer</p> <p>How to make a clear & efficient call to emergency services if necessary</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries (St John's Ambulance first aid training)</p>	<p>That most friendships have ups & downs & that these can often be worked through so that the friendship is repaired or even strengthened, & that resorting to violence is never right</p> <p>How to recognise who to trust & who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations & how to seek help or advice from others, if needed</p> <p>About teenage role models & group or individual behaviour expectations - How should I react? Is it right to...?</p>	<p>How to critically consider their online friendships & sources of information including awareness of the risks associated with people they have never met.</p> <p>How to become aware of influences, which can change the way they feel about themselves & develop coping strategies, e.g. social media, bullying, etc.</p> <p>How to use the privacy settings & reporting/ blocking strangers</p> <p>How information & data is shared & used online</p> <p>NSPCC: 'Speak out Stay Safe' Assembly</p>	<p>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</p> <p>Characteristics of respectful & disrespectful relationships & how to ask for help with these</p> <p>The importance of self-respect and how this links to their own happiness</p>

Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectiv

PSHE (Personal, Social, Health & Economic) & Relationships Education Overview

Year 6 - The following table details what will be taught each term:

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Mental Wellbeing, Drugs, Alcohol & Tobacco	Changing Adolescent Body	Internet Safety & Harms	Families* & People Who Care For Me	Being Safe	Respectful Relationships
<p>About the UNCRC, but that many children do not receive these rights & how to help</p> <p>Understanding laws around respecting diversity, including the Equality Act 2010</p> <p>What makes a good role model & what is expected of the school ambassadors: head boys & girls, deputy head boys & girls & prefects</p> <p>How to understand the aims of pressure groups to impact on citizens choices (organisations, media, retailing)</p> <p>About the rule of law & how British laws are made in the Houses of Parliament</p> <p>The role of the school council in benefitting the school community & taking an active role in school council led discussions</p>	<p>How to understand that needs & wants can be met through saving (UNCRC)</p> <p>Positive influences & attitudes to money</p> <p>About money & financial risks & knowing the importance of ensuring that spending does not exceed savings (credit card dangers)</p> <p>That individual & community rights & responsibilities need to be taken into account when making decisions</p> <p>What is meant by the term 'value for money'</p> <p>What enterprise is & how this relates to our lives now & in the future</p> <p>How to set goals & plan learning steps to achieve these goals</p> <p>How to recognise the achievements & contributions of others & giving praise & compliments</p>	<p>Why plastic pollution is a problem & how alternative materials can be used</p> <p>About the destruction of the rainforests & how it will affect the ecosystems of the world, in an adverse manner</p> <p>About organisations that work to protect the world & its creatures (WWF, Greenpeace)</p> <p>That supplying energy for the world has had an adverse effect on the environment (global warming)</p> <p>How we can reduce global warming & the negative effects of this (link to Antarctica topic)</p> <p>Understanding that humans have responsibility for sharing the world & its resources</p>	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>How to judge whether what they are feeling & how they are behaving is appropriate & proportionate</p> <p>Isolation & loneliness can affect children & that it is very important for children to discuss their feelings with an adult & seek support</p> <p>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</p> <p>The facts about legal & illegal harmful substances & associated risks, including smoking, alcohol use & drug-taking</p>	<p>Health Development Worker Puberty Talk: Physical & emotional changes in puberty & personal hygiene routines</p> <p>Key facts about puberty & the changing adolescent body, particularly from age 9 through to age 11, including physical & emotional changes</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle</p> <p>How to increase independence & manage transition, e.g. moving to secondary school</p> <p>About the importance of self-esteem & relaxation techniques</p> <p>How to cope with pressure, e.g. peer or media influences, & maintaining high standards of behaviour & self-control</p> <p>How to reflect on experiences, e.g. conflicts with friends, recognising that stress can be positive & negative & learning coping strategies</p>	<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices & the impact of positive & negative content online on their own & others' mental & physical wellbeing</p> <p>Why social media, some computer games & online gaming, for example, are age restricted</p> <p>How links are made between habit & addiction in context, e.g. gaming, mobile phone use, etc.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected & targeted</p>	<p>That others' families*, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences & know that other children's families* are also characterised by love & care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families*, & are important for children's security as they grow up</p> <p>That marriage** represents a formal & legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, & how to seek help or advice from others if needed</p>	<p>That each person's body belongs to them, & the differences between appropriate & inappropriate or unsafe physical, & other, contact including the role of mutual consent</p> <p>How to recognise inappropriate & appropriate online relationships</p> <p>How to report concerns or abuse including online abuse, & the vocabulary & confidence needed to do so</p> <p>How information & data is shared & used online & the dangers of this to our emotional health</p> <p>NSPCC: 'Speak out Stay Safe' Assembly & workshop</p> <p>Crucial Crew: How to stay safe in different situations e.g. road & railway safety, internet safety, bullying & fire safety</p> <p>St John's Ambulance First Aid Training</p>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>That some people express extreme views & how to respond if they try to influence us, e.g. radicalisation, discrimination of any kind & the law (Equality Act 2010)</p> <p>How to develop strategies to negotiate, compromise & give constructive feedback</p> <p>Healthy Relationships Workshop</p>

* Families can include for example, single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures

** Marriage in England & Wales is available to both opposite sex & same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England & Wales. The ceremony through which a couple get married may be civil or religious

Key:

Blue Text - Statutory Health & Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships & Sex Education (RSE) & Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectives

British Values and UNCRC Links

Autumn

Belonging to a Community	Economic Education	Environment
<p>British Values Links:</p> <p>Applying their social skills in different contexts, including supporting, working and socialising with learners from different religious, ethnic and socio-economic backgrounds</p> <p>A willingness to participate in a variety of community and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively</p> <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <p>Respect and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <p>UNCRC Links:</p> <p>Article 14: Every child has the right to think and believe what they want and practise their religion</p> <p>Article 15: Every child has the right to meet with other children and to join groups and organisations</p> <p>Article 23: A child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community</p> <p>Article 30: Every child has the right to learn and use the language, customs and religion of their family</p>	<p>British Values Links:</p> <p>Development and demonstration of skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</p> <p>UNCRC Links:</p> <p>Article 26: Governments must provide extra money for the children of families in need</p>	<p>British Values Links:</p> <p>Ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil and criminal law of England</p> <p>Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues</p> <p>UNCRC Links:</p> <p>Article 12: Every child has the right to have a say in all matters affecting them and to have their views taken seriously</p> <p>Article 13: Every child must be free to say what they think and to seek and receive all kinds of information</p> <p>Article 17: Every child has the right to reliable information from the media</p> <p>Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment.</p>

Spring

Physical Health & Fitness & Healthy Eating	Growing & Changing	Health & Prevention	Mental Wellbeing	Changing Adolescent Body	Internet Safety & Harms
<p>British Values Links:</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>UNCRC Links:</p> <p>Article 24: Every child has the right to the best possible health. Governments must provide good quality health care,</p>	<p>British Values Links:</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>UNCRC Links:</p> <p>Article 5: Governments must respect the rights and responsibilities of parents and carers to direct and guide their child as they grow up</p>	<p>British Values Links:</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>UNCRC Links:</p>	<p>British Values Links:</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Their willingness to reflect on their experiences and that of others</p>	<p>British Values Links:</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>UNCRC Links:</p>	<p>British Values Links:</p> <p>Ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil and criminal law of England</p>

<p>clean water, nutritious food and a clean environment.</p> <p>Article 27: Every child has the right to a standard of living that meets their physical, social and mental needs.</p>	<p>Article 6: Every child has the right to live. Governments must do all they can to make sure children survive and develop to their full potential</p> <p>Article 27: Every child has the right to a standard of living that meets their physical, social and mental needs</p> <p>Article 29: Education must develop every child's personality, talents and abilities to the full</p>	<p>Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment.</p> <p>Article 27: Every child has the right to a standard of living that meets their physical, social and mental needs</p> <p>Article 33: Government must protect children from the use of illegal drugs</p>	<p>An awareness of their own and other's feelings and how this impacts their mental health and wellbeing</p> <p>UNCRC Links:</p> <p>Article 27: Every child has the right to a standard of living that meets their physical, social and mental needs</p> <p>Article 31: Every child has the right to relax, play and take part in a wide range of artistic and cultural activities</p>	<p>Article 5: Governments must respect the rights and responsibilities of parents and carers to direct and guide their child as they grow up</p> <p>Article 6: Every child has the right to live. Governments must do all they can to make sure children survive and develop to their full potential</p> <p>Article 27: Every child has the right to a standard of living that meets their physical, social and mental needs</p>	<p>Understanding and acceptance of the consequences of their behaviour and actions</p> <p>UNCRC Links:</p> <p>Article 16: Every child has the right to privacy</p> <p>Article 17: Every child has the right to reliable information from the media</p>
--	---	---	---	---	---

Summer

Caring Friendships	Online Relationships	Respectful Relationships	Families & People Who Care For Me	Being Safe
<p>British Values Links:</p> <p>Applying their social skills in different contexts, including supporting, working and socialising with learners from different religious, ethnic and socio-economic backgrounds</p> <p>A willingness to participate in a variety of community and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively</p> <p>UNCRC Links:</p> <p>Article 15: Every child has the right to meet with other children and to join groups and organisations</p> <p>Article 31: Every child has the right to relax, play and take part in a wide range of artistic and cultural activities</p>	<p>British Values Links:</p> <p>Ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil and criminal law of England</p> <p>Understanding and acceptance of the consequences of their behaviour and actions</p> <p>UNCRC Links:</p> <p>Article 16: Every child has the right to privacy</p> <p>Article 17: Every child has the right to reliable information from the media</p>	<p>British Values Links:</p> <p>Ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil and criminal law of England</p> <p>Understanding and acceptance of the consequences of their behaviour and actions</p> <p>UNCRC Links:</p> <p>Article 14: Every child has the right to think and believe what they want and practise their religion</p> <p>Article 15: Every child has the right to meet with other children and to join groups and organisations</p>	<p>British Values Links:</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>UNCRC Links:</p> <p>Article 5: Governments must respect the rights and responsibilities of parents and carers to direct and guide their child as they grow up</p> <p>Article 27: Every child has the right to a standard of living that meets their physical, social and mental needs</p>	<p>British Values Links:</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>Ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil and criminal law of England</p> <p>UNCRC Links:</p> <p>Article 19: Governments must do all they can to ensure children are protected from harm</p> <p>Article 27: Every child has the right to a standard of living that meets their physical, social and mental needs</p>

Health Development Worker: Puberty Talks

It is compulsory for all primary schools, to provide **Health Education**. Health Education aims to give your child the information and support they need to make good decisions about their own health and wellbeing, to recognise potential issues in themselves and others and to seek support as early as possible if issues arise. The PSHE (Personal, Social, Health and Economic) Education Policy and corresponding teaching overview is available on the school website.

Statutory Guidance (Primary)

Changing Adolescent Body

Learners should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Therefore, they should be taught key facts about the menstrual cycle including the implications for emotional and physical health. In addition to curriculum content, we also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.

(Department for Education - Statutory Guidance: Physical Health and Mental Wellbeing Primary - July 2019)

Session	Session Overview
Y5 & 6 Girls' Session	<p>The Health Development Worker is introduced & the rules for the session are shared:</p> <ul style="list-style-type: none"> • Listen carefully at all times • Share ideas & ask questions when appropriate • Be mature & respectful <p>The definition of puberty is shared & learners are asked when they think puberty happens. They are told that generally, for girls, puberty happens between the ages of 10 - 14. The group is asked what changes they think will happen to their bodies during puberty. Ideas are recorded & shared & facts clarified about pubertal development.</p> <p>The importance of personal hygiene is explained during puberty & that girls should start to shower everyday as they start to sweat during the day & deodorant should be used every morning. It is explained why it is so important to change underwear every day including socks as conditions such as 'athletes foot' or other foot infections could develop if this does not happen.</p> <p>The Health Development Worker then explains that, during puberty, most girls will start their periods. The Health Development Worker demonstrates how to use period pads & the importance of changing these regularly for hygiene purposes.</p> <p>The Health Development Worker uses a diagram of the female reproductive system to show the girls why they have periods & what some of the side effects may be, e.g. period pains, headaches etc. The learners share ideas of how they can alleviate the symptoms e.g. using hot water bottles, drinking plenty of water etc.</p> <p>The group are then given their free hygiene packs containing deodorant, shower gel & period pads. They are then asked if they have any questions and told they should write them down on paper & hand them in. The appropriate questions for sharing are answered with the whole group and others followed up individually.</p>
Y5 & 6 Boys' Session	<p>The Health Development Worker is introduced & the rules for the session are shared:</p> <ul style="list-style-type: none"> • Listen carefully at all times • Share ideas & ask questions when appropriate • Be mature & respectful <p>The definition of puberty is shared & learners are asked when they think puberty happens. They are told that generally, for boys, puberty happens between the ages of 10 - 16. The group is asked what changes they think will happen to their bodies during puberty. Ideas are recorded & shared & facts clarified about pubertal development.</p> <p>The importance of personal hygiene is explained during puberty & that boys should start to shower everyday as they start to sweat during the day & deodorant should be used every morning. It is explained why it is so important to change underwear every day including socks as conditions such as 'athletes foot' or other foot infections could develop if this does not happen.</p> <p>The Health Development Worker then explains that during puberty boys will experience changes as their bodies develop and outlines what they are. The group are then given their free hygiene packs containing deodorant & shower gel. The group are then asked if they have any questions and told they should write them down on paper & hand them in. The appropriate questions for sharing are answered with the whole group and others followed up individually.</p>