Haslingden Primary School

Relationships and Health Education, Personal Social Health Education, and Citizenship Curriculum Information

Relationships and Health Education, Personal Social Health Education, and Citizenship Curriculum Information Curriculum Intent and implementation

At Haslingden Primary School we deliver the PSHE curriculum by utilising first-hand experience and sharing good practice and it is every staff member's responsibility to do this by being a role model and having high expectations of pupils.

Over the next academic year we are adapting our PSHE curriculum so that it meets statutory requirements for Relationships and Health Education (see Relationships policy) and so that the rest of the curriculum is tailored to our school and the needs of the children. This is in accordance with the DfE statement of

' We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.'

We want our children to be prepared for life, know how to be safe, be able to communicate effectively, have good behaviours for learning and be able to self regulate.

Through the programme of study, the children should have a good balance of these overarching concepts:

- Identity
- Relationships
- A healthy, balanced lifestyle,
- Identification of risk and safety
- Diversity and equality
- Rights, responsibilities, and consent
- Change and resilience
- Self regulation
- Behaviours for learning

At Haslingden Primary School we believe that PSHE plays a vital part of primary education and needs to be taught at least weekly; although there will also be opportunity to make cross curricular links and these opportunities should not be missed. There are also occasions where staff may feel it necessary to teach PSHE as a result of an issue which has arisen in their own class.

PSHE should be taught by the class teacher, who needs to assess children's personal development and tailor the agreed curriculum to fit the cohort and the class.

PSHE is integral to the development of children's values in order for them to become positive citizens in a forever changing community.

PSHE is an important part of school assemblies where children's spiritual, moral, social, and cultural curiosity is stimulated, challenged and nurtured.

National Curriculum Objectives

The curriculum planner meets the needs of the statutory National Curriculum for Relationship and Health Education, and the non-statutory guidance for Citizenship and PSHE.

The delivered curriculum reflects the needs of our pupils and is tailored to meet specific needs. Staff use the PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

The curriculum is split into three core themes of:

Relationships education – RHE

Safety (some of which comes into RHE)

Rules, behaviour and regulation

There are then other elements which year groups teach, dependent on cohort and society needs.

In EYFS, KS1 and KS2 children use a display which is then gathered into a half term record folder to record their responses to and progress in PSHE sessions.

These folders travel with the children as they move to the next year group so they can look back at their learning and the next teacher can see the starting points. In EYFS the children use learning journals to record their responses.

Through the programme of study, the children should have a good balance of these overarching concepts: • Identity • Relationships • A healthy, balanced lifestyle, • Identification of risk and safety • Diversity and equality • Rights, responsibilities and consent • Change and resilience

Relationships and Health Education, Personal Social Health Education, and Citizenship Curriculum Information

The Relationships and Health Education is the statutory element of PSHE and the updated curriculum is outlined below.

The RHE curriculum is broken down into Relationships and Health and wellbeing

Within each area there are strands and these are highlighted in the document for each year group:-

Relationships Education (Primary) – Strands

- **Families and people who care for me**
  - Understanding family roles, love, and care.
- **Caring friendships**
  - Qualities of good friendships and how to maintain them.
- **Respectful relationships**
  - Treating others with respect and kindness.
- **Online relationships**
  - Safe and responsible behaviour online.
- **Being safe**
  - Personal boundaries, privacy, and seeking help when needed.

Health and Wellbeing Education – Strands

- **General wellbeing**
  - Recognizing emotions, resilience, and strategies for mental health. (links to our Zones)
- **Wellbeing online - Internet safety and harms**
  - Understanding risks and benefits of online activity. (Most of this is going to be implemented into our Computing curriculum and online safety week in school – set out as clear non negotiables when teaching)
- **Physical health and fitness**
  - Importance of exercise and active lifestyles.
- **Healthy eating**
  - Balanced diet and nutrition.
- **Drugs, alcohol and tobacco**
  - Facts and risks associated with substances.
- **Health and prevention**
  - Hygiene, sleep, sun safety, dental health.

Personal safety

- Hazards
- Preventing risk

- **Basic first aid**
  - How to respond in common emergencies.
- **Changing adolescent body**
  - Puberty, physical and emotional changes, menstrual cycle

EYFS

- **EYFS (birth to age 5) is covered by its own statutory framework, which focuses on personal, social and emotional development (PSED) rather than the RHE strands.**
- **The RHE statutory guidance explicitly sets out requirements for primary schools starting in Year 1 and continuing through secondary education.**
- **EYFS is not included in the RHE statutory content, although our school chooses to lay foundations through PSED in early years**

Year 1

Children will know:

School rules and routines:
That we have a school rule and that it is important to follow this.
That we need to work as part of a team in class and in school.

Economic wellbeing:
What money looks like
Where money comes from
About spending and saving and making decisions

Relationships Education
That families in school or in the wider world sometimes look different from their family but that they should respect those differences and know that other children's families are also characterised by love and care.

How important friendships are in making us feel happy and secure.
How people choose and make friends.
Characteristics of friendships
That healthy relationships are positive and welcoming and do not make others feel excluded (left out).
That friendships have ups and downs and how to repair them and that violence is never right.

The importance of respecting others
How to pay attention to the needs of others, including in families and friendships
The conventions of courtesy and manners
How to seek help when needed
The different types of bullying and how to get help

The rules and principles for keeping safe online, how to recognise risks and how to report them (+ SEE FRONT SHEET FOR ONLINE SAFETY IN COMPUTING CURRICULUM)

About the concept of privacy for children and adults.
That each person's body belongs to them
Where to get advice if feeling unsafe

Physical and mental wellbeing
The benefits of physical activity, time outdoors and hobbies
That there is a normal range of emotions.
That all humans feel emotions in relation to different situations and experiences.
How to talk about emotions – varied vocabulary
How to judge and regulate whether what they are feeling is appropriate.

That for most people the internet is integral part of life and has benefits.
How to understand the information that they find online in search engines is selected – Computing curriculum
Computing curriculum front sheet outlines elements which MUST be taught in all year groups to address the statutory elements of RHE curriculum through computing and online safety week

The characteristics and mental and physical benefits of an active lifestyle.

About personal hygiene and germs and the importance of handwashing

About hazards in the home and in school that may cause harm or injury or risk and ways to reduce risks
How to recognise risk and keep safe around roads

The correct names for the body parts, including the penis, vagina, testicles and nipples.
That these parts of the body are private and be able to express boundaries. (NSPCC PANTS)

Children will be able to:

Name our school rule.
Develop routines for learning

Economic wellbeing:

- Recognise what money looks like
- identify how money is obtained (won, borrowed, found, earned, presents)
- give some examples of some of the ways that money can be used (saved as well as spent)
- identify what might make someone want to spend or save their money
- explain where money can be stored to keep it safe

Relationships Education

Friendships and Healthy Relationships

- Name characteristics of positive friendships (e.g., trust, kindness, fairness) and describe how these make people feel happy and secure. **(Ruby power: kindness)**
- Explain how people choose and make friends and identify signs of a friendship **(Diamond power: problem solving)**
- Practise simple repair strategies for friendship ups and downs (apologising, listening, agreeing next steps) and explain why violence is never an acceptable response. **(Emerald power: resilience)**

Respect, Courtesy, Bullying and Seeking Help

- Name everyday conventions of courtesy and manners and practise them in class and at play, reinforcing **be fair, share and care**. **(Sapphire power: focus)**
- Describe different types of bullying (physical, verbal, online, exclusion) and identify trusted adults or systems to report to. **(Ruby power: kindness; Emerald power: resilience)**
- Explain how to pay attention to others' needs in families and friendships and practise asking "Are you OK?" or offering help when someone seems upset. **(Ruby power: kindness; Diamond power: problem solving)**
- To identify what makes them special and unique

Online Safety and Privacy

- Name basic rules for staying safe online and identify common online risks (stranger contact, sharing personal information, inappropriate content). **(Sapphire power: focus)**

- Describe how search results and online information can be selected and explain why that matters when they use the internet. **(Diamond power: problem solving)**
- Practise reporting concerns using the school's systems (talk to an adult) and identify where to get advice if they feel unsafe online. **(Emerald power: resilience)**
- Explain the concept of privacy for children and adults and identify that each person's body belongs to them and when to seek help. **(Ruby power: kindness; Sapphire power: focus)**

Health and Welbeing

Physical and Mental Wellbeing

- Name a range of emotions and describe how different situations can make people feel, using the **Zones of Regulation** to label feelings and zones. **(Sapphire power: focus)**
- Explain how to judge whether an emotion fits a situation and practise strategies to move between zones (breathing, asking for help, taking a break). **(Emerald power: resilience; Diamond power: problem solving)**
- Identify benefits of physical activity, time outdoors and hobbies for mental and physical health and practise simple activities that support wellbeing. **(Emerald power: resilience)**
- Name ways that they can organise themselves (including time management)

Hygiene, Hazards and Road Safety

- Name basic personal hygiene routines and describe why handwashing reduces germs. **(Sapphire power: focus)**
- Identify common hazards at home and school and explain simple ways to reduce risk (tidy up, use equipment safely, tell an adult). **(Diamond power: problem solving)**
- Practise safe behaviours around roads (stop, look, listen, hold hands where appropriate) and identify who to tell if they see something dangerous. **(Emerald power: resilience; Ruby power: kindness)**

Developing bodies

- Name parts of the body, including penis, vagina, testicles, nipples (linked to Science)
- Know how to keep these parts private – linked to NSPCC Pantosaurus

Year 2

Children will know that:
School rules and routines:
That we have a school rule and that it is important to follow this.
That we need to work as part of a team in class and in school.

Careers education:
That everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of
That people can earn money to pay for things by having a job
Different jobs that people do, including roles and responsibilities people have in their community
Some of the strengths and interests someone might need to do different jobs

Relationships education
The characteristics of a safe and happy family life, such as commitment to each other and the importance of spending time together and sharing each others' lives
That the families of other children, either in school or in the wider world sometimes look different from their own, but that they should respect these differences and know that other childrens' families are also characterised by love and care.

How important friendships are in making us feel happy and secure and how people choose and make friends
That not every child will have the friends they would like at times, that most people feel lonely sometimes
How to manage conflict, and that resorting to violence is never right.
How to recognise when a friendship is making them feel uncomfortable and how to ask for help

How to pay attention to the needs and preferences of others, including in families and friendships
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different
The conventions of courtesy and manners
Practical steps they can take to support their relationships

The importance of self respect and how this links to their own happiness. How to build a strong sense of their own identity.
The different types of bullying(including online) and the impact of bullying and how to get help
How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust

That people should be respectful in online interactions.
How to look critically at their online relationships and sources of information – people they talk to online, what they see online and how to to report this
The importance of being cautious about what we share online.
That the internet contains a lot of content that can be inappropriate and upsetting for children and where to go for help and support if seen something worrying or upsetting

What sorts of boundaries are appropriate in friendships with peers and others (including online) – Boundaries around personal space and in play
That each person's body belongs to them, and the differences between appropriate and inappropriate contact, including physical
How to ask for help for themselves or others, and to keep trying until they are heard. Where to go for help – in and out of school

Health and wellbeing

The benefits of physical activity, time outdoors and helping others for wellbeing and happiness. Simple self care techniques – rest, time with family and friends, hobbies, interests
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings
How to judge whether what they are feeling and how they are behaving is appropriate
That bullying, including cyber bullying has a negative effect on wellbeing and how to seek help for themselves or others

Computing curriculum front sheet outlines elements which MUST be taught in all year groups to address the statutory elements of RHE curriculum through computing and online safety week

The characteristics and mental and physical benefits of an active lifestyle – PE, Daily mile and Science
How and when to seek support including adults in school if they are worried about health

What constitutes a healthy diet – taught in Science unit 'Feeding and Exercise'

About dental health and benefits of good oral hygiene – brushing teeth and visiting the dentist

About hazards(including fire risks) that might cause harm, injury or risk and ways to reduce risks – Fire service visit
How to recognise risk and keep safe around roads

How to make a clear and efficient call to emergency services if necessary
The concepts of basic first aid – dealing with common injuries and ailments – link to Science
That some parts of the body are private and express own body boundaries.
Name the parts of the body that are kept private

Children will be able to:

Name our school rule
Give reasons for following the school rule and identify consequences if it is not followed
Explain contributions staff and pupils make to the classroom and the school

Careers education
To be able to

- Name a range of jobs
- Identify strengths and different qualities people have
- Identify qualities needed for some roles
- Know people get paid for doing a job

Relationships Education

Families

- **Name** the characteristics of a safe and happy family life (e.g., commitment, spending time together).
- **Describe** how families can look different and **explain** why we respect these differences (Ruby Power – kindness).
- **Identify** ways families and friends show love and care.
- **Practise** showing courtesy and manners in everyday interactions (Ruby Power).

Friendships and Social Skills

- **Explain** why friendships help us feel happy and secure.
- **Identify** feelings of loneliness and **describe** strategies to cope (Zones of Regulation – recognising emotions).
- **Practise** problem-solving (Diamond Power) to manage conflict without violence.
- **Name** signs that a friendship feels uncomfortable and **explain** how to ask for help (Emerald Power – resilience).
- **Describe** practical steps to support friendships and family relationships.

Respect and Inclusion

- **Explain** what respect means and **identify** ways to show it to others, including those who are different (Ruby Power).
- **Practise** paying attention to others' needs and preferences in play and conversation.
- **Name** the school rule and **describe** how it helps everyone "be fair, share and care. Stay safe and do your best."

Bullying and Safety

- **Identify** different types of bullying (including online) and **explain** their impact on wellbeing.
- **Practise** asking for help for themselves or others until they are heard (Emerald Power).
- **Name** trusted adults and **describe** how to use Whisper to report concerns.

Online Safety

- **Explain** why people should be respectful online and **identify** safe boundaries in online friendships.
- **Practise** being cautious about what to share online and **describe** why this matters.
- **Identify** where to go for help if they see something upsetting online (Zones of Regulation – managing big feelings).
- **Name** the steps to report concerns using Whisper.
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Health and Wellbeing

- **Describe** the benefits of physical activity, outdoor time, and helping others for happiness (Sapphire Power – focus).
- **Name** simple self-care techniques (rest, hobbies, time with family).
- **Identify** feelings using varied vocabulary and **explain** whether behaviour is appropriate (Zones of Regulation).
- **Practise** resilience (Emerald Power) when learning new healthy habits.

Safety and First Aid

- **Identify** hazards (including fire risks) and **explain** how to reduce them.
- **Practise** making a clear call to emergency services.
- **Name** basic first aid steps for common injuries and **describe** why they are important.
- **Explain** how to stay safe near roads and **identify** risks.

- **Identify** people who work in the community and who can help us
- **Know** how to ask for help

Healthy Living and developing bodies

- **Name** what makes a healthy diet and **describe** why dental health matters.
- **Explain** the benefits of good oral hygiene and **identify** ways to care for teeth.
- **Describe** how they have grown and changed
- **Name** parts of the body when describing body boundaries
- **Express** own boundaries

Learning Behaviours Embedded

- **Diamond Power**: Practise problem-solving in friendships and conflict.
- **Emerald Power**: Show resilience when asking for help or learning new habits.
- **Sapphire Power**: Focus during discussions about feelings and safety.
- **Ruby Power**: Demonstrate kindness and respect in relationships and online.

Year 3:

Children will know that:
School rules and routines:
That we have a school rule and that it is important to follow this.
That we need to work as part of a team in class and in school.

Careers:

- That there is a broad range of different jobs that people can have;
- That people often have more than one type of job during their career
- That a person's career aspirations should not be limited by stereotypes about particular jobs or
- career pathways
- How different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career

- That people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice
- That people may choose to do voluntary work which is unpaid
- That there are different routes into careers (e.g. college, apprenticeship, university)

Relationships education

That families are important for children growing up safe and happy because they provide love, security and stability

How important friendships are in making us feel happy, secure and how people choose and make friends
That healthy friendships are positive and welcoming towards others and do not make people feel lonely or excluded. Pupils should learn skills for developing caring and kind friendships
The characteristics of friendships that lead to happiness and security, including mutual respect, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.
That most friendships have ups and downs and that these can be worked through so that the friendships are repaired or even strengthened
How to manage conflict and that violence is never right
How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support where needed

How to pay attention to the needs and preferences of others – family and friends.
The importance of setting and respecting healthy boundaries in relationships with friends, families, peers and adults
Practical steps they can take and skills they can develop in a range of contexts to support their relationships
The importance of self respect and how this links to own happiness. Opportunities to think about how to foster own self esteem and build a strong sense of identity, including through developing skills and interests.
The different types of bullying(including online bullying), the impact of bullying, responsibilities of the bystanders(primarily reporting to an adult) and how to get help
How to seek help where needed, included when they are concerned about violence , harm, or when they are unsure who to trust
What a stereotype is, how they can be unfair and how to challenge a stereotype

That people should be respectful in online interactions, and that the same principles apply online as face to face, including where people are anonymous.
The importance of being cautious about what we share online.

That the internet contains a lot of content that can be inappropriate and upsetting for children and where to go for advice or support if they feel worried or concerned about something they have seen or engaged with online

How to start to recognise who to trust and who not to trust
How to ask for advice or help for themselves and others and to keep trying if they are not heard. Where to get advice.

Health and wellbeing

The benefits of physical activity, time outdoors and helping others for wellbeing and happiness. Simple self care techniques – rest, time with family and friends, hobbies, interests
The range and scale of emotions that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings
How to judge whether what they are feeling and how they are behaving is appropriate
That bullying, including cyber bullying has a negative effect on wellbeing and how to seek help for themselves or others

Computing curriculum front sheet outlines elements which MUST be taught in all year groups to address the statutory elements of RHE curriculum through computing and online safety week
How to understand that information when using search engines has been selected and targeted

The characteristics and mental and physical benefits of an active lifestyle
The importance of building regular physical activity into daily and weekly routines and how to achieve this; reflect on active journeys to school, daily mile, rigorous and or moderate physical activity
How and when to seek support including which adults to go to if they are concerned about their health
The risks associated with an inactive lifestyle, including obesity

What constitutes a healthy diet (taught through Science and DT)
The principles of planning and preparing a range of healthy meals (DT)
The characteristics of a poor diet and risks associated with unhealthy eating(including obesity and tooth decay)
About personal hygiene and germs including bacteria and viruses and how they are spread and treated

About safe and unsafe exposure to the sun and reducing risk of skin damage
About personal hygiene and germs, including bacteria, viruses and how spread and treated and importance of handwashing

How to recognise risks and keep safe around railways, including level crossings
Use strategies for identifying and accessing appropriate help and support
About hazards – in real life and online

Children will be able to:

Name and explain each part of our school rule
Identify who is responsible for things in school, at home, in the environment
Identify rights and responsibilities in school
Name some skills needed to fulfil responsibilities in school

Careers:

- Recognise their achievements and personal strengths; how to set targets to help achieve their goals
- Identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy
- Name different jobs and begin to learn about what salaries are
- Know that some people volunteer and don't get paid for this
- Know that there are different pathways into work

Relationships Education

Relationships and Families

- Name the people who make up their family and describe how families provide love, security, and stability.
- Explain what self-respect means and describe ways to build self-esteem and identity through skills and interests.

Friendships

- Explain why friendships are important for happiness and security and identify ways people choose and make friends.

- Describe the characteristics of healthy friendships (mutual respect, trust, kindness, generosity) and practise skills for developing caring and kind friendships (Ruby Power).
- Explain that friendships can have ups and downs and practise problem-solving strategies (Diamond Power) to repair and strengthen them.
- Describe what changes when 'joking' or 'playful teasing' becomes hurtful to another
- Identify when a friendship makes them feel unhappy or uncomfortable and explain how to seek help using trusted adults or the Whisper system.

Managing Conflict

- Name ways to manage conflict and explain why violence is never right (Emerald Power for resilience).

Respecting Needs

- Describe how to pay attention to others' needs and preferences and practise kindness (Ruby Power).
- Explain the importance of setting and respecting healthy boundaries in relationships.
- Identify practical steps to support relationships and practise these in different contexts.

Bullying and Online Safety

- Name different types of bullying (including online) and describe their impact on wellbeing.
- Explain the responsibilities of bystanders and practise reporting concerns to an adult or through Whisper.
- Identify respectful behaviours online and explain that the same principles apply as face-to-face.
- Describe why it is important to be cautious about sharing online and practise making safe choices.
- Explain that the internet contains inappropriate content and identify where to go for advice or support if worried.
- Name trusted adults and practise asking for help for themselves and others, showing resilience (Emerald Power).
- Give a simple definition of what is meant by a stereotype
- Name some different kinds of stereotypes (e.g. gender and also generalising
- Give examples of when stereotypes have been challenged
- Identify why stereotyping can lead to problems

<u>Health and Wellbeing</u>

- Describe the benefits of physical activity, time outdoors, and helping others for wellbeing (Sapphire Power for focus).
- Name simple self-care techniques (rest, hobbies, time with family) and practise them.
- Identify a range of emotions and describe that worrying and feeling down are normal.
- Explain how to recognise feelings and practise using varied vocabulary to talk about their own and others' emotions (Zones of Regulation).
- Judge whether their feelings and behaviours are appropriate and practise strategies to regulate emotions.
- Explain how bullying affects wellbeing and identify ways to seek help.

Computing and Online Safety

- Explain that search engine results are selected and targeted.
- Identify risks online and practise safe behaviours, following the school rule: Be fair, share and care. Stay safe and do your best.

Healthy Lifestyle

- Describe the characteristics and benefits of an active lifestyle and practise building physical activity into routines.
- Explain the risks of an inactive lifestyle and identify ways to stay healthy.
- Name what constitutes a healthy diet and describe the risks of unhealthy eating.
- Explain the importance of personal hygiene and practise handwashing.
- Identify safe and unsafe exposure to the sun and describe how to reduce risk.
- Explain how germs spread and practise hygiene routines.
- Identify risks around railways and describe how to stay safe.
- Describe what could happen if health and safety rules are not followed
- Explain what an emergency is

Year 4:
Children will know that:
School rules and routines:
That we have a school rule and that it is important to follow this.
That we need to work as part of a team in class and in school.

Economic wellbeing:

- That people have different attitudes towards saving and spending money
- What influences people's decisions about saving and spending, including individual priorities, needs and wants
- That what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)

Relationships education

That stable, caring relationships are at the heart of a safe and happy family and are important for children as they grow up

That the families of other children, either in school or in the wider world sometimes look different from their own, but that they should respect these differences and know that other childrens' families are also characterised by love and care.

How important friendships are in making us feel happy, secure and how people choose and make friends
That not every child will have the friends they like at times and that there is no shame in feeling lonely or talking about it
That most friendships have ups and downs and that these can be worked through so that the friendships are repaired or even strengthened
How to manage conflict and that violence is never right
How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support where needed

How to pay attention to the needs and preferences of others – family and friends. Discuss how to balance the needs and wishes of different people in relationships
The different types of bullying(including online bullying), the impact of bullying, responsibilities of the bystanders(primarily reporting to an adult) and how to get help
How to seek help where needed, included when they are concerned about violence , harm, or when they are unsure who to trust
Pupils should have the opportunity to discuss the difference between being assertive and being controlling and the difference between being kind to others and neglecting your own needs
The conventions of courtesy and manners
Show resilience (including self motivation, perseverance and adaptability)

That people should be respectful in online interactions, and that the same principles apply online as face to face, including where people are anonymous. For example the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
The importance of being cautious about what we share online.To understand the importance of privacy and location settings to protect information online
Online risks, including any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up
That the internet contains a lot of content that can be inappropriate and upsetting for children and where to go for advice or support if they feel worried or concerned about something they have seen or engaged with online

The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust or not trust

Health and wellbeing

The benefits of physical activity, time outdoors and helping others for wellbeing and happiness. Simple self care techniques – rest, time with family and friends, hobbies, interests
The range and scale of emotions that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings
How to judge whether what they are feeling and how they are behaving is appropriate
That bullying, including cyber bullying has a negative effect on wellbeing and how to seek help for themselves or others
Where and how to ask for support if they are worried about their own or others ability to control emotions
That isolation and loneliness can affect children and the benefit of seeking support
That change and loss, including bereavement, can provoke a range of feelings

Computing curriculum front sheet outlines elements which MUST be taught in all year groups to address the statutory elements of RHE curriculum through computing and online safety week
Pupils should be supported to discuss how online relationships can complement and support meaningful in person relationships, but 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

About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups with the dentist (links to Science)
About personal hygiene and handwashing

How to recognise risk and keep safe around water, including the water safety code

The concepts of basic first aid – in relation to choking (linked to Science Digestion unit)

Children will be able to:

Economic wellbeing:

- Recognise where money comes from and how used
- Evaluate different ways to pay and which options are useful in different contexts and what is 'value for money'
- Describe attitudes towards money
- Analyse what influences people's decisions about spending money and how to manage those influences – consider 'deals' offered
- Identify how to budget and how to keep money safe
- Explain ways of saving and why people might borrow money – loans/credit cards

Relationships and Families

- Recognise qualities of caring relationships and why they make us feel safe.
- Identify families look different and respect these differences.
- Show respect and care for everyone.

Friendships

- Name what makes a good friend and why friendships matter.
- Explain that feeling lonely is normal and know to talk to trusted adults.
- Practise repairing friendships with kind words and listening.

Managing Conflict

- Explain why violence is never right and find safe ways to resolve conflict.
- Use assertive language without being bossy.

Respect and Needs

- Notice others' needs and explain how to balance different wishes in relationships.
- Identify when feelings might be overwhelming and describe how this might feel (Zones of Regulation)
- Define 'resilience' and give examples of when you may need this (link to emerald power)
- Explain that own and others may be feeling more than one emotion at the same time (Zones)

- Describe some positive ways of sharing feelings
- Know how to ask for help and identify how to help self (link to resilience and zones)

Bullying and Getting Help

- Name different types of bullying (including online) and understand their impact on wellbeing.
- Identify the responsibilities of bystanders and practise reporting concerns using Whisper.

Bullying & Getting Help

- Name types of bullying (including online) and their impact.
- Know bystander responsibilities and practise reporting with Whisper.

Online Safety

- Respect online like in person; resist peer pressure.
- Check privacy settings to stay safe.
- Understand shared content can't be fully deleted.
- Know where to get help if upset online.

Health Education

Feelings & Wellbeing

- Name emotions and how they feel physically.
- Worrying is normal; use strategies to feel better (talking, hobbies, outdoor play).
- Practise talking about feelings and judging behaviour.
- Describe what loneliness is and know how to seek help or help others
- Know what the words grief and bereavement mean
- To understand that grief is a natural response to bereavement and that people grieve differently

Health & Safety

- Benefits of activity, rest and helping others.
- Good dental hygiene; practise brushing.
- Personal hygiene; practise handwashing.
- Water safety rules; practise staying safe.

- Basic first aid for choking; practise response.

Online Relationships

- Pros and cons of online vs in-person friendships.
- Online relationships aren't a substitute for real-life connections.

Year 5

Children will know that:
School rules and routines:
That we have a school rule and that it is important to follow this.
That we need to work as part of a team in class and in school.
Respect others identity
That in Britain there are a set of British values

Relationships education

The characteristics of a safe and happy family life, such as commitment to each other and the importance of spending time together and sharing each others' lives
That marriage and civil partnerships represent a formal and legally binding commitment of 2 people which is intended to be lifelong

How important friendships are in making us feel happy, secure and how people choose and make friends
How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support where needed
That healthy friendships do not make others feel lonely or excluded

How to pay attention to the needs and preferences of others – family and friends. Discuss how to balance the needs and wishes of different people in relationships and why this can be complicated.
The importance of setting and respecting healthy boundaries in relationships with friends, families, peers and adults
How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration

The different types of bullying(including online bullying), the impact of bullying, responsibilities of the bystanders(primarily reporting to an adult) and how to get help
How to seek help where needed, included when they are concerned about violence , harm, or when they are unsure who to trust
That stereotypes can be unfair, negative, destructive and can lead to bullying and how to challenge a stereotype

That people should be respectful in online interactions, and that the same principles apply online as face to face, including where people are anonymous. For example the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
The importance of being cautious about what we share online.To understand the importance of privacy and location settings to protect information online
Online risks, including any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up
That the internet contains a lot of content that can be inappropriate and upsetting for children and where to go for advice or support if they feel worried or concerned about something they have seen or engaged with online

That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe contact, including physical contact
How to report any feeling bad about any adult and the vocabulary needed to do so

Health and wellbeing
The benefits of physical activity, time outdoors and helping others for wellbeing and happiness. Simple self care techniques – rest, time with family and friends, hobbies, interests
The range and scale of emotions that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings
How to judge whether what they are feeling and how they are behaving is appropriate
That bullying, including cyber bullying has a negative effect on wellbeing and how to seek help for themselves or others
That isolation and loneliness can affect children and the benefits of seeking support
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

The benefits of limiting time 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
Computing curriculum front sheet outlines elements which MUST be taught in all year groups to address the statutory elements of RHE curriculum through computing and online safety week

Understanding the importance of a healthy relationship with food

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in their bedroom. The impact of poor sleep on weight, mood and ability to learn.
About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing
The facts and scientific evidence relating to vaccination and immunisation. (links to History – Victorians)

About hazards that may cause harm and injury and how to recognise risks and keep safe around roads (Bikeability), railways and water (Geography field trip)

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, nipples. Pupils should understand that all of these parts of the body are private and have skills to understanding and express their own boundaries around these body parts.
The facts about the menstrual cycle, including the physical and emotional changes (average age 12 but can be as young as 8 – prepare for what to expect and avoid distress)

Children will be able to:

- Name our school rule
- Explain that UK is a richly diverse community
- Recognise and know stories of people that have migrated to and from the UK for many thousands of years
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this
- Describe the benefits of living in a diverse society

- Name the British values

Relationships Education

Friendships

- Recognise qualities of healthy friendships and their role in wellbeing.
- Describe how friendships form and how to resolve challenges using problem-solving strategies.
- Identify signs of unhealthy friendships and practise seeking help.
- Understand how inclusion prevents loneliness.

Respect and Boundaries

- Explain why respecting others' needs and preferences matters.
- Understand and practise setting healthy boundaries.
- Use assertiveness skills to express needs kindly and confidently.

Communication and Conflict

- Apply strategies for effective communication and respectful conflict resolution.
- Manage feelings like frustration using self-regulation tools.
- Show how kindness and respect sustain positive relationships.
- Show resilience (including self motivation, perseverance and adaptability)

Bullying and Safety

- Identify types and impacts of bullying, including online.
- Understand the role of bystanders and practise reporting concerns.
- Know trusted adults and how to seek help for harm or violence.
- Name and identify stereotypes
- Identify thinking traps e.g. generalisation and stereotyping
- Identify what the destructive nature of stereotyping can lead to

Online Safety

- Explain why respect online equals respect offline.
- Recognise risks of sharing personal information and practise resisting peer pressure.
- Understand privacy settings and permanence of online content.
- Identify sources of help for online concerns.

Personal Safety

- Know that everyone's body belongs to them and distinguish appropriate from inappropriate contact.
- Use correct vocabulary to report unsafe situations.
- Explain why telling a trusted adult is essential.

Health and Wellbeing

Wellbeing and Self-Care

- Recognise benefits of physical activity, outdoor time, and helping others.
- Describe simple self-care strategies like rest and hobbies.
- Practise resilience when trying new wellbeing activities.

Feelings and Emotions

- Identify and name a range of emotions.
- Understand that worry and sadness are normal.
- Use Zones of Regulation to manage feelings.
- Judge whether feelings and behaviours are appropriate.

Bullying and Loneliness

- Explain how bullying and isolation affect wellbeing.
- Practise reporting concerns and seeking support.

Change and Loss

- Recognise feelings linked to change and bereavement.
- Understand grief as natural and individual.
- Show kindness to support others during difficult times.

Online Balance

- Explain benefits of limiting screen time and risks of overuse.
- Understand how online content affects wellbeing.
- Practise making healthy choices about screen time.

Healthy Lifestyle

- Understand importance of a balanced relationship with food.
- Recognise early signs of illness.

- Explain why sleep matters and how to improve it.
- Describe effects of poor sleep on health and learning.

Hygiene and Health

- Explain how germs spread and why hygiene matters.
- Know facts about bacteria, viruses, and vaccinations.
- Practise personal hygiene routines.

Safety and Hazards

- Identify common hazards and ways to stay safe.
- Recognise risks and make safe choices.

Growth and Puberty

- Describe stages of human growth and changes in adolescence.
- Understand puberty, menstrual cycle, and emotional changes.
- Use correct names for body parts and express boundaries.

Year 6

Children will know that:

Economic wellbeing:

- Different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account
- How finance plays an important part in people's lives
- Advantages and disadvantages of different ways of paying for things and loans and debts
- How money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to
- About being a critical consumer

Relationships education

That marriage and civil partnerships represent a formal and legally binding commitment of 2 people which is intended to be lifelong
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
That to force anyone into marriage is illegal
About the importance of speaking out about forced marriage

How important friendships are in making us feel happy, secure and how people choose and make friends
The characteristics of friendships that lead to happiness and security, including mutual respect, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.
How to manage conflict and that violence is never right
How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support where needed

How to pay attention to the needs and preferences of others – family and friends. Discuss how to balance the needs and wishes of different people in relationships and why this can be complicated.
Practical steps they can take and skills they can develop in a range of contexts to support their relationships
The different types of bullying(including online bullying), the impact of bullying, responsibilities of the bystanders(primarily reporting to an adult) and how to get help
How to seek help where needed, included when they are concerned about violence , harm, or when they are unsure who to trust
Pupils should have the opportunity to discuss the difference between being assertive and being controlling and the difference between being kind to others and neglecting your own needs

That people should be respectful in online interactions, and that the same principles apply online as face to face, including where people are anonymous. For example the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
The importance of being cautious about what we share online.To understand the importance of privacy and location settings to protect information online
Online risks, including any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up

That the internet contains a lot of content that can be inappropriate and upsetting for children and where to go for advice or support if they feel worried or concerned about something they have seen or engaged with online

What sorts of boundaries are appropriate in friendships with peers and others (including online) – negotiations in play, space, toys, resources etc
How to recognise when a relationship is harmful or dangerous, including skills for recognising who is to trust and who not to trust
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so

Health and wellbeing
The benefits of physical activity, time outdoors and helping others for wellbeing and happiness. Simple self care techniques – rest, time with family and friends, hobbies, interests
The range and scale of emotions that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times and are not in themselves a sign of a mental health condition
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings
How to judge whether what they are feeling and how they are behaving is appropriate
That bullying, including cyber bullying has a negative effect on wellbeing and how to seek help for themselves or others
When and how to ask for support (including recognising the triggers for seeking support) including who 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 any issues arising online)
That it is common to experience mental health problems, and early support can help

Computing curriculum front sheet outlines elements which MUST be taught in all year groups to address the statutory elements of RHE curriculum through computing and online safety week

The characteristics and mental and physical benefits of an active lifestyle
The importance of building regular physical activity into daily and weekly routines and how to achieve this; reflect on active journeys to school, daily mile, rigorous and or moderate physical activity
How and when to seek support including which adults to go to if they are concerned about their health

The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours (e.g. impact of alcohol and diet on health)

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

About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing

How to recognise risk and keep safe around roads, railways, including level crossings and water, including the water safety code
To know the terms 'risk', 'danger' and 'hazard'
To learn to recognise, predict and assess risks in their everyday life
The consequences of anti social behaviour

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 including head injuries and the recovery position

Children will be able to:

Economic wellbeing:

- explain how personal finance can affect lifestyle choices
- evaluate how people judge success in their working lives and the extent to which a person's salary is more or less important than fulfilment/job satisfaction
- describe the factors that make consumers want to buy a product
- identify how shops and manufactures use 'deals' (such as three for the price of two) to entice consumers to purchase more and evaluate who benefits from this
- evaluate whether something is 'value for money'
- give reasons for the importance of being a critical consumer
- explain why people may borrow money (e.g. loans, credit cards)
- explain the differences between credit and debt and what is meant by 'interest'
- explain the difference between a manageable and an unmanageable debt and how this can affect someone
- explain the importance of being a critical consumer when it comes to saving or borrowing money

- identify where people can access reliable information on spending, saving money or borrowing and how this will help make the most of their money

Healthy Relationships

- **Explain** that marriage and civil partnerships represent a formal, legally binding commitment between two people intended to be lifelong.
- **Identify** that forced marriages are illegal
- **Recognise** if relationships are making them feel unhappy or unsafe, when a relationship is harmful or dangerous and identify skills for knowing who to trust and who not to trust.
- **Identify** how to seek help or advice from trusted individuals or organisations if needed.
- **Describe** the characteristics of friendships that lead to happiness and security, including mutual respect, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties.
- **Explain** how to manage conflict and that violence is never acceptable.
- **Recognise** when a friendship is making them feel unhappy or uncomfortable and i**dentify** how to get support when needed.
- **Discuss** how to balance the needs and wishes of different people in relationships and why this can be complicated.
- **Describe** practical steps and skills to support relationships in a range of contexts.
- **Identify** different types of bullying (including online), its impact, and the responsibilities of bystanders (primarily reporting to an adult).
- **Explain** how to seek help when concerned about violence, harm, or uncertainty about who to trust.
- **Discuss** the difference between being assertive and being controlling, and between being kind to others and neglecting your own needs.
- **Explain** that respect applies in online interactions as it does face-to-face, even when people are anonymous.
- **Describe** strategies for resisting peer pressure online and avoiding putting pressure on others to share information or images.
- **Explain** the importance of caution when sharing online, including privacy and location settings to protect information.
- **Identify** online risks, including that once content is shared, it cannot be fully deleted or controlled.
- **Explain** how to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe, using correct vocabulary and confidence.

Health and Wellbeing:

- **Explain** the benefits of physical activity, time outdoors, and helping others for wellbeing and happiness.
- **Describe** simple self-care techniques such as rest, time with family and friends, hobbies, and interests.
- **Identify** the range and scale of emotions experienced in different situations and understand that worrying or feeling down is normal and not necessarily a sign of a mental health condition.
- **Recognise** feelings and use varied vocabulary to talk about their own and others' emotions.
- **Judge** whether what they are feeling and how they are behaving is appropriate.
- **Explain** that bullying, including cyberbullying, negatively affects wellbeing and how to seek help for themselves or others.
- **Identify** when and how to ask for support, including recognising triggers for seeking help and know who in school to speak to if worried about mental wellbeing or emotional control (including online issues).
- **Explain** that mental health problems are common and early support can help.
- **Describe** the characteristics and mental and physical benefits of an active lifestyle.
- **Explain** the importance of building regular physical activity into daily and weekly routines and how to achieve this (e.g., active journeys to school, daily mile, moderate or vigorous activity).
- **Identify** how and when to seek support for health concerns and which adults to approach.
- **Describe** the characteristics of a poor diet and risks associated with unhealthy eating and other behaviours (e.g., impact of alcohol and diet on health).
- **Explain** facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use, and drug taking, and the risks of nicotine addiction from products like nicotine pouches.
- **Explain** safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.
- **Describe** personal hygiene and germs (bacteria, viruses), how they spread and are treated, and the importance of handwashing.
- **Explain** how to recognise risk and keep safe around roads, railways (including level crossings), and water, including the water safety code.
- **Explain** the difference between a risk, a danger and a hazard in different situations.
- **Predict** possible outcome and consequences and recognise risks

- **Describe** what can help people in 'moments' when they have to make decisions about what action they will take
- **Know** about peer pressure
- **Demonstrate** how to make a clear and efficient call to emergency services and explain why reporting incidents is important rather than filming them.
- **Describe** concepts of basic first aid, including head injuries and the recovery position.

Statutory RHE is priority area and a lesson is also being implrmented each half term with a focus on zones of regulation, rules and gem powers.