



PSHE

Relationships Education, RSE and Health Education Guidance

By the end of Primary School pupils should know:

<p>Families and people who care for me</p>	<p>That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</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 and know that other children’s families are also characterised by love and care.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p> <p>That marriage represents a formal and 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, and how to seek help or advice from others if needed.</p>
<p>Caring Friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
<p>Respectful relationships</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>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</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>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>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p>Online Relationships</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not.</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 and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>
<p>Being Safe</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>



PSHE Curriculum and Progression of Knowledge and Skills



	<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>
Mental Wellbeing	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p> <p>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.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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).</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>
Internet Safety and Harms	<p>That for most people the internet is an integral part of life and has many benefits.</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p>
Physical health and fitness	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy Eating	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example,</p>



	obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	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.

EYFS Statutory Framework

Personal, Social and Emotional Development

Early Learning Goal:

Self Confidence and Self-Awareness

Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

Managing Feelings and Behaviour

Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other’s suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

Making Relationships

Children play group games with rules. They understand someone else’s point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.

Development Matters Progression of Knowledge and Skills

30-50 Months	<p>Self-confidence and Self-Awareness</p> <p>Can select and use activities and resources with help. Welcomes and values praise for what they have done Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community Shows confidence in asking adults for help</p> <p>Managing Feeling and Behaviour</p> <p>Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</p>
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	<p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Making Relationships</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>
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40-60 + Months	<p>Self-Confidence and Self-Awareness</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities</p> <p>Managing Feelings and Behaviour</p> <p>Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Making relationships</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>
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KS 1 Curriculum Aims

Year 1 Progression of Knowledge and Skills

Citizenship and Community	<p>I understand that unkind behaviour can affect others.</p> <p>I can describe ways that I can help look after the environment and my community.</p> <p>I can give suggestions for a set of rules and explain why they are important.</p> <p>I can describe what money is and how it is obtained.</p> <p>I understand the difference between needs and wants.</p> <p>I can identify how people make choices to do with money.</p> <p>I can explain ways to keep money safe.</p>
Diversity and Respect	<p>I can list similarities and differences between myself and others.</p> <p>I can identify things that are unique or special about myself.</p> <p>I can explain why every person is special and valuable.</p>
Mental Health Matters	<p>I can give examples of feelings.</p> <p>I can use vocabulary to describe my feelings.</p> <p>I can discuss ways to manage different feelings.</p> <p>I can recognise the difference between right and wrong and explain how I know.</p>
Healthy Me	<p>I can list features of a healthy lifestyle.</p> <p>I can name different kinds of healthy foods.</p> <p>I can describe components of a healthy lifestyle.</p> <p>I can discuss the importance of keeping physically and emotionally safe.</p> <p>I can explain the effects of exercise on my body.</p> <p>I can evaluate case studies and make suggestions for improvements with diet and lifestyle choices.</p>



Staying Safe	<p>I list people in our community who keep us safe.</p> <p>I can explain what I can do if I am worried about something being safe or unsafe.</p> <p>I can demonstrate how to ask for help.</p>
RSE	<p>I can list features of a healthy lifestyle.</p> <p>I can describe a daily hygiene routine.</p> <p>I can describe my family.</p> <p>I understand that not all families look the same.</p> <p>I can describe how families can help and support each other.</p> <p>I can explain why it is important to have good hygiene.</p> <p>I can use the correct name for the main parts of the body.</p> <p>I can explain what I can say or do if I feel unsafe or unhappy.</p> <p>I can discuss the importance of keeping physically and emotionally safe.</p>
Year 2 Progression of Knowledge and Skills	
Citizenship and Community	<p>I understand that jobs help people earn money to pay for things.</p> <p>I can identify a range of different jobs and their skills.</p> <p>I can reflect on what job I would like to do when I grow up.</p>
Diversity and Respect	<p>I can list the characteristics of a good friend.</p> <p>I understand that words and actions can affect how people feel.</p> <p>I can demonstrate how to listen to others and work cooperatively.</p> <p>I can explain what to do if I feel unhappy.</p>
Mental Health Matters	<p>I can list a range of feelings people experience.</p> <p>I can describe when people might experience different feelings and how this can affect their behaviour.</p> <p>I can identify some ways to respond sensitively to how others are feeling.</p> <p>I can explain how I can manage different feelings and who I can go to for help.</p>
Healthy Me	<p>I can describe what being healthy means.</p> <p>I can describe ways to stay safe in the sun.</p> <p>I can identify some of the consequences of different lifestyle choices.</p> <p>I can explain how I can keep my body healthy.</p>
Staying Safe	<p>I understand that rules and restrictions help us to stay safe.</p> <p>I can identify risky and potentially unsafe situations.</p> <p>I can demonstrate how to ask for help.</p>
RSE	<p>To introduce the concept of male and female and gender stereotypes</p> <p>To identify differences between males and females</p> <p>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>To focus on sexual difference and name body parts</p>
KS2 Curriculum Aims	
Year 3 Progression of Knowledge and Skills	
Citizenship and Community	<p>I can recognise that the UK is made up of people from different religious and ethnic identities.</p> <p>I can identify ways that people can show respect for different cultures and identities.</p> <p>I can celebrate different identities and cultures.</p>
Diversity and respect	<p>I can list the attributes of a good friend.</p> <p>I understand that friendships sometimes have difficulties.</p> <p>I can describe ways to help build positive friendships.</p> <p>I can describe ways to manage disputes with friends and where I can go for support.</p>



PSHE Curriculum and Progression of Knowledge and Skills



Mental Health Matters	<p>I can describe a range of feelings and how they are experienced in my body.</p> <p>I can associate feelings with different experiences including change.</p> <p>I can use a scale of intensity to help describe different feelings.</p> <p>I can identify ways to manage changes at school or home.</p> <p>I can suggest ways that I can respond to others to help them with their feelings.</p>
Healthy Me	<p>I understand that regular physical activity benefits our bodies.</p> <p>I can describe how lack of sleep can affect our body and mood.</p> <p>I can identify choices that have positive consequences on health and those that have a negative effect.</p> <p>I can explain factors that I need to consider when making my own healthy choices.</p>
Staying Safe	<p>I understand that I have the right to be safe on the outside and feel safe on the inside.</p> <p>I can describe every day health and hygiene rules.</p> <p>I can identify potential hazards and how I can reduce the risk.</p> <p>I can explain what to do in an emergency or if I feel uncomfortable in a situation.</p>
RSE	<p>To explore the differences between males and females and to name the body parts</p> <p>To consider touch and to know that a person has the right to say what they like and dislike</p> <p>To explore different types of families and who to go to for help and support.</p>
Year 4 Progression of Knowledge and Skills	
Citizenship and Community	<p>I understand that people have a shared responsibility to protect the world around them.</p> <p>I can consider the impact of choices on the environment.</p> <p>I can reflect on how we can make a change to impact positively on the environment.</p>
Diversity and respect	<p>I understand that everyone should feel included, respected and not discriminated against.</p> <p>I can describe the relationship between rights and responsibilities.</p> <p>I can model being polite and courteous in different situations.</p> <p>I can explain how to respond to inappropriate behaviour or if I witness discrimination.</p>
Mental Health Matters	<p>I can identify that feelings/emotions are part of a person’s health and wellbeing.</p> <p>I can give examples of everyday things that can affect feelings.</p> <p>I can explain how feelings and emotions can influence actions and behaviour.</p> <p>I can explore ways of coping with feelings in different situations.</p>
Healthy Me	<p>I can list ways to maintain good oral hygiene.</p> <p>I can describe the impact of a poor diet on oral hygiene.</p> <p>I can analyse how people make choices about what to eat and drink</p>
Staying Safe	<p>I can identify potential risks.</p> <p>I can describe how to stay safe in different situations, including online.</p> <p>I can explain how rules and restrictions exist to keep people safe.</p>
RSE	<p>To explore the human lifecycle</p> <p>To identify some basic facts about puberty</p> <p>To explore how puberty is linked to reproduction</p>
Year 5 Progression of Knowledge and Skills	
Citizenship and Community	<p>I can identify ways that people keep track of their money and how they choose to spend it.</p> <p>I understand that there is a broad range of different jobs and careers.</p> <p>I can discuss the risks associated with money.</p> <p>I can identify reasons why people choose a career option.</p> <p>I can investigate what influences people to spend their money in different ways.</p> <p>I can challenge job stereotypes.</p>
Diversity and respect	<p>I can describe what makes up someone’s identity.</p> <p>I can discuss the importance of respecting similarities and differences between people.</p> <p>I can discuss stereotypes and how to challenge them.</p>



Mental Health Matters	<p>I can identify my strengths.</p> <p>I understand what a growth mind-set is.</p> <p>I can describe how a growth mind set can aid with my learning.</p> <p>I can reflect on and celebrate my own accomplishments and achievements.</p> <p>I can set myself a goal/ aspiration.</p>
Healthy Me	<p>I can describe what a habit and how it can be hard to change.</p> <p>I can identify drugs that are common in everyday life.</p> <p>I can recognise how some habits can help us maintain a healthy lifestyle and some habits are less healthy.</p> <p>I can explain how whilst difficult, habits can be changed or stopped and how this can impact on health.</p>
Staying Safe	<p>I can list ways that friends and family communicate.</p> <p>I understand that the internet can have both positive and negative impacts.</p> <p>I can recognise risks and identify content that is safe to share online.</p> <p>I can explain how to respond if I feel uncomfortable and how to ask for help.</p>
RSE	<p>To explore the emotional and physical changes occurring in puberty</p> <p>To understand male and female puberty changes in more detail</p> <p>To explore the impact of puberty on the body & the importance of hygiene</p> <p>To explore ways to get support during puberty.</p>
Year 6 Progression of Knowledge and Skills	
Citizenship and Community	<p>I understand that texts and images can be manipulated and reinvented.</p> <p>I understand what to do if I feel unsafe online.</p> <p>I can identify the risks involved in gambling related activities.</p> <p>I can reflect on how the media can impact someone’s wellbeing.</p> <p>I can evaluate how reliable different types of online content are.</p>
Diversity and respect	<p>I can describe what ‘human rights’ means to me.</p> <p>I can explain what is meant by the UN Conventions on the Rights of the Child.</p> <p>I can identify how not all people have their human rights met and the impact this has.</p> <p>I can evaluate ways in which human rights can be promoted.</p>
Mental Health Matters	<p>I can describe a range and intensity of feelings and emotions and situations where I may feel this.</p> <p>I can identify my own personal goals and aspirations in Year 6 and beyond.</p> <p>I can identify practical strategies to help manage feelings such as change.</p> <p>I can discuss the most effective way to achieve my goals.</p>
Healthy Me	<p>I can list choices that support a healthy, balanced lifestyle.</p> <p>I can identify potential negative impacts of a lifestyle.</p> <p>I can describe how legal and illegal drugs can impact health.</p> <p>I can discuss strategies to help break or change an unhealthy habit.</p>
Staying Safe	<p>I understand basic first aid principles.</p> <p>I can carry out basic first aid.</p> <p>I can demonstrate how to attract attention and to get help during an emergency.</p>
RSE	<p>To consider puberty and reproduction</p> <p>Consider physical & emotional behaviour in relationships</p> <p>To explore the process of conception and pregnancy</p> <p>To explore positive and negative ways of communicating in a relationship</p>