



South Hampstead

High School

G D S T

Junior School

**Personal, Social, Health and Economic
Education (PSHEE)
and
Relationships and Sex Education (RSE)
Policy**

2022-2023

Contents

PSHEE and RSE Policy

| | |
|---------------------------------------|----|
| Introduction | 3 |
| Aims | 3 |
| Approaches | 4 |
| Content / Curriculum | 5 |
| Assessment and Reporting | 6 |
| Continuity and Progression | 6 |
| Equal Opportunities | 6 |
| SEN | 7 |
| Resources | 7 |
| Professional Development | 7 |
| Confidentiality | 7 |
| Relationships and Sex Education (RSE) | 8 |
| Organisation of RSE | 9 |
| Parental Consultation | 9 |
| Policy Review | 9 |
| Scheme of Work | 10 |

Introduction

At South Hampstead Junior School, education of the whole pupil is fundamental to all aspects of our provision. Consideration of the health, happiness and wellbeing of individuals is given in all lessons and activities throughout the school. Personal, Social, Health and Economic Education enables pupils to develop the knowledge, attitudes, attributes and skills they need to manage their lives today and in the future. It helps pupils to stay healthy and safe, whilst preparing them to make a positive contribution and play an effective part in the life of the school and wider community. The girls are taught how society is organised and governed and about rights and responsibilities. It supports them in their academic development and helps them to achieve their potential.

Personal, Social, Health and Economic Education is delivered formally through the PSHEE Scheme of work, which is linked to aspects of RE, assemblies, through pastoral systems in the school, the wider curriculum and the day-to-day interactions between members of our School and the wider community.

Aims

The aims of personal, social, health and economic education are to:

- Provide an excellent academic education which fosters individuality, creativity, intellectual vigour and enthusiasm within a vibrant, friendly and supportive community, so that every girl may develop a sense of self-worth, self-awareness, responsibility and respect for others
- Equip them with the skills and resilience to cope with life's challenges and the confidence to know when and where to ask for help if they feel they need more support
- Develop pupils' personal skills, social awareness, understanding of both emotional and physical health, in order to prepare them for the challenges, opportunities and experiences they may encounter in the future
- Teach pupils the importance of adopting a healthy lifestyle, including hygiene, diet, healthy eating and exercise
- Enable pupils to value and celebrate difference, diversity and uniqueness in themselves and other individuals and communities
- Provide pupils with the ability to make sound monetary decisions in their everyday lives, and to grow into adults who know how to keep track of their finances, plan ahead and spend wisely
- Provide comprehensive, unbiased and correct information
- Provide pupils with the opportunity to experience genuine challenge and to take risks in order to develop a growth mindset
- Protect children from radicalisation and extremism by providing a safe environment for children to develop a sense of self-worth, confidence and resilience and an understanding of the diversity of the local community and of the wider world
- Promote and celebrate the fundamental British values of democracy, rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and for those without faith

- Develop pupils' understanding of RSE at an appropriate level for their age and stage
- Enable pupils to recognise the importance of nurturing their mental health
- Teach children how to keep themselves safe both offline and online

Approaches

PSHEE is delivered through a combination of timetabled specific lessons, workshops and through other curriculum areas, such as School Council, assemblies, Circle Time, Eco Council, the school House System and experiences beyond the classroom, e.g. residential visits and school performances.

A range of teaching and learning styles are used to meet the requirements of the National Curriculum and the EYFS, and to provide opportunities for the girls to develop their thinking skills. These include:

- Discussions
- Real life situations
- Debates
- Role-play and hot seating
- Problem solving activities
- Creating spider diagrams/mind maps
- Extracts from audio-visual resources
- Responding to comments and questions in a class 'Thoughts and Feelings Box' or 'Ask It Basket'
- Music
- Creative written work, e.g., storyboards, script writing, cartoons.
- Circle Time
- Journaling in Upper KS2

Throughout the school year, girls are encouraged to participate in a range of practical activities that promote active citizenship, e.g., charity fundraising, the planning and taking part in special events such as assemblies and focus weeks or involvement in activities to help other individuals or groups less fortunate than themselves.

Appropriate visitors are welcome. These might include:

- The School Liaison Police Officer
- The School Nurse
- The Fire Brigade

Through all of these approaches, there are explicit opportunities to promote pupils' spiritual, moral, social and cultural development.

Content / Curriculum

In EYFS, PSED is covered through specific timetabled lessons. Girls participate in Circle Times each week and engage in play-based activities which are set up to facilitate learning in this area.

In Key Stages 1 and 2, girls have one 35-minute PSHEE/RSE lesson per week based on the Scheme of Work. PSHEE is also covered in other areas of the curriculum, such as Science, Computing, Physical Education, History and RE.

Learning Outcomes will give pupils the knowledge, understanding and skills to:

- Develop confidence and self-esteem as well as mutual respect.
- Evaluate their strengths and weaknesses with a view to taking on responsibility.
- Develop resilience, self-motivation, perseverance and adaptability.
- Debate issues, listen and respond with tolerance and respect, to the views of others.
- Develop social skills, such as how to co-operate, resolve disputes and share with others.
- Make informed decisions and take responsibility for one's own health and safety.
- Play an active role within the community as good citizens.
- Develop an understanding of what is right and wrong.
- Recognise bias; look at different interpretations and views, particularly when considering social and moral issues.
- Develop positive relationships with a range of different people.
- Prepare for the challenges and changes that may be ahead.
- Develop the skills to work as part of a team.

PSHEE teaching in Years R – Year 6 will incorporate the government's guidance on:

- Feelings
- RSE
- Making Choices
- Rights and Responsibilities
- Rules
- Right and Wrong
- Communities
- The Global Community
- Democracy
- Health

In addition to this, each year group has 6 Growth Mindset lessons per academic year.

Objectives for each year group are given in more detail in the PSHEE/RSE Scheme of Work.

In addition to weekly PSHEE lessons, each class has at least one 35-minute Circle Time session per week, where girls are given the opportunity to talk openly and share personal experiences.

Assessment and Reporting

Assessment of PSHEE is carried out in such a way that it does not imply that girls are failing or underachieving as individuals.

- Teachers assess children's work in PSHEE by making assessments as they observe them working or speaking during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons.
- Teachers use evidence from lessons to demonstrate progress and identify future learning needs. This is often indicated in the 'evaluation' section on planning.
- Photographs may form part of the assessment evidence in the Early Years and Key Stage One.
- Pupils are given regular opportunities to reflect on their learning and its implications for their lives.
- Pupils are given opportunities to self-assess and when appropriate peer-assess.
- Classroom assistants and other adults in school can play an important part in contributing to assessment by informing class teachers about any significant points of personal and social development in individual pupils.

Comments on girls' social and emotional development is communicated to parents during parent consultation meetings and on annual written reports. Girls are also given a grade ('working towards', 'meeting' or 'Exceeding') for PSHEE/RSE on their summer report.

Girls in the EYFS are given a grade ('emerging' or 'expected') for PSED at the end of the EYFS.

Continuity and Progression

Topics are taught and revisited in different ways across the year groups in a 'spiral curriculum' which builds on previous knowledge and understanding to consolidate, develop and extend understanding. The PSHEE/RSE Scheme of Work is devised by the PSHEE co-ordinator. Detailed, individual lessons are planned by class teachers.

Equal Opportunities

In all stages of planning, attention is given to ensure that resources, materials and teaching is free from gender, cultural and ethnic bias. We are committed to ensuring that the PSHEE programme and available resources are relevant to **all** girls.

Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes. The diversity of our society is to be celebrated and an ethos of respect and tolerance is made explicit in all PSHEE teaching.

Special Education Needs

See Learning Needs Policy Statement for Junior School and Early Years Foundation Stage

Resources

- Use of PSHE Association curriculum coverage overview ensures that all key topics and objectives have been covered by the end of Year 6.
- NSPCC website
- PSHE Association resources
- BBC Bitesize
- Espresso – Discovery Education
- CEOP Thinkuknow
- Childnet
- Mentally Healthy Schools
- Sesame Street in Communities
- PSHEE book list
- Teachers can request LL to order additional resources, dependent on the unit of work being taught
- Newspapers and newscasts for current events

People in the community, as well as guest speakers are welcome. These might include:

- The School Liaison Police Officer
- The Fire Brigade

We work closely with the school nurse on Relationships and Sex Education. We also have visits from other public bodies such as local MPs, authors and educationalists.

In KS2, girls' homework diaries should be used as a means of maintaining a home/school partnership.

Professional Development

The PSHEE co-ordinator will consult staff about any professional training needed. Feedback will be given when a member of staff has been on a relevant training course. Staff training will be given in line with the staff development policy. The PSHEE co-ordinator delivers regular INSET for Junior School staff.

Confidentiality / Handling Sensitive and Controversial Issues

Class teachers and Teaching Assistants deliver PSHEE lessons in a sensitive manner and in confidence. Any questions raised by the girls are answered as honestly and fully as appropriate. If a girl makes reference to anything which raises cause for concern (e.g., inappropriate activity online) then the teacher or teaching assistant will report these incidents to the DSL, Ms Spencer or to the Deputy DSL, Mrs Lougee (see Safeguarding Policy).

Teachers will:

- Ensure girls establish ground rules about how they will behave towards each other and how the sensitive issue will be dealt with.
- Ensure that girls are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views.
- Consult with the Junior School Head if guidance is needed on how to handle or respond to a sensitive matter.
- Use skill and discretion when responding to girls' questions, particularly on SRE matters.

Relationship & Sex Education (RSE)

Relationship and Sex Education (RSE) involves learning about the development of healthy relationships (non-romantic and romantic), sex, identity, intimacy and consent. We aim to help pupils to acquire knowledge, to develop values and decision-making skills, and to form positive and responsible beliefs and attitudes.

RSE is delivered primarily through the PSHEE programme, but aspects will also be addressed through other curriculum lessons, assemblies, Circle Times and other school activities.

Aims of RSE

Pupils are encouraged to develop **appropriate attitudes and values** by:

- Learning the value of mutual respect, love and consideration for the perspectives of others in relationships
- Understanding the characteristics of positive relationships
- Recognising the value of stable and loving relationships for the nurture of children, understanding that there are different types of families that can provide a loving environment
- Understanding how to build friendships
- Establishing a personal, moral code and promote self confidence and self-esteem.
- Developing an understanding of how to develop into responsible adults and take a moral responsibility for their environment

Pupils are encouraged to develop the **appropriate personal and social skills** by:

- Practising self-respect, empathy and consideration for others
- Learning to manage their emotional and mental wellbeing when relating to others and understanding how this helps to form supportive friendships
- Understanding their sexual feelings and behaviour
- Providing opportunities for pupils to raise concerns and ask questions, and to correct any misunderstanding that children may have gained as a result of receiving inaccurate information
- Managing conflict and learning how to recognise and avoid exploitation and abuse

Pupils are encouraged to develop the **appropriate knowledge and understanding** by:

- Learning about puberty and reproduction
- Acquiring the skills to help them prepare for adolescence
- Learning how to lead a healthy and safe lifestyle
- Knowing relevant laws and understanding an individual's rights, particularly as it relates to consent

Organisation of RSE

Relationships and Sex Education is delivered through PSHEE lessons. It is taught by class teachers. As part of the National Curriculum for Science, girls are taught the main stages of the human life cycle. These lessons are delivered by science teachers from the Senior School alongside class teachers.

Sex Education in Year 6 is taught by Chantelle McLeod (school nurse) alongside class teachers.

Puberty lessons in Years 4 and 5 are taught by Chantelle McLeod (school nurse) alongside class teachers.

Parental Consultation

The school informs parents when aspects of Relationships Sex Education programme are taught and provides opportunities for parents to view resources being used and discuss the terminology used throughout. If parents wish to seek further clarification, they are encouraged to speak to the PSHEE/RSE co-ordinator or the Junior School Head. Parental involvement will take place in the form of a letter home and the opportunity to discuss any concerns.

We work hard to ensure that our RSE programme is culturally sensitive and appropriate. Under the Children and Social Work Act 2017, parents have the right to withdraw their child from the formal Sex Education programme, but they are not allowed to withdraw their child from Relationship Education or Health Education (including puberty and menstruation). Any parents expressing concerns will be invited into school for discussions with the Assistant Head Pastoral and teacher responsible for delivering the programme, and to view materials and resources. If a parent wishes their child to be withdrawn from sex education lessons, they should write a letter to the Junior School Head, formally requesting permission for this to happen. The Head will likely discuss the concerns of the parent before granting the withdrawal. If the parent still wishes to have their child withdrawn from Sex Education, the School will comply with the wishes of parents up to and until three terms before the child's 16th birthday (which is generally during Year 11). After that time, the pupil's wishes will determine whether or not they attend RSE lessons. This is in keeping with DfE statutory guidelines. Should a parent wish to remove their child from the sex education programme, that pupil cannot take part in the sex education programme until the request for removal has been cancelled, by parents, in writing or until three terms before the child's 16th birthday, at which point the child's wishes will be acted upon.

Continuity of provision between the Junior and Senior Schools

The PSHEE co-ordinator in the Junior School and the Head of PSHEE in the Senior School meet termly to review the scheme of work to ensure that there is continuity and progression between the two schools, developing a spiral curriculum. In addition to this, the co-ordinators discuss any common issues or trends emerging in certain year groups and adapt the scheme of work so that it addresses the needs of all girls in both the Junior and Senior schools. With new intake of pupils in Years 3 and 7, certain objectives are re-visited to ensure that all pupils have the knowledge and understanding of the topics covered. E.g. NSPCC PANTS lessons are re-visited in Year 3 and Puberty is taught in Years 5 and revisited in Year 7.

| Topic | Year Groups covered KS2/KS3 |
|---|--|
| Relationships | |
| Different types of families and features and characteristics of healthy family life | 6, 8 |
| Importance of friendships, what makes a good friendship and that friendships can change over time | 5, 7 |
| Consent, boundaries in relation to physical situations | 5, 8 |
| Cyber bullying | 6, 7 |
| Sexuality and gender | 6, 8 |
| Health and Wellbeing | |
| Puberty | 4, 5, 7 |
| Healthy Eating | 5, 7 |
| Sleep and Exercise | 5, 7, 8 |
| Medicine, Alcohol, Drugs – more detail in Year 8 about drugs – increasing knowledge and the ability to make healthy choices in relation to drugs, smoking and vaping | 6, 7, 8 |
| Mental Health 7 – what good mental health looks like, ways to stay positive, how mental health can change, what we do when things go wrong (stress bucket) 5 – importance of taking care of mental health, recognising warning signs and how to seek support (trusted adults), strategies to support mental health and importance of help and support | 5, 7 |
| Growth Mindset/Positive Perspectives | 5, 6, 7, 8, 9 |
| Self esteem and body image 5 – self worth | 5, 7, 8 |

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| Body image covered in 2022 with Year 6 as this came up in worry box/contact from parent and two specific lessons delivered as result | |
| Transitions, exams, study habits 6 – transition to Senior School 7 & 8 – time management, revision and study skills | 6, 7, 8 |
| Living in the Wider World | |
| Money | 5, 7 |
| Mobile phones, digital awareness, internet safety | 5, 6, 7, 8 |
| Diversity and discrimination | 5, 6, 7, 8 |
| Jobs and careers | 6, 7, 8 |

Links with other policies

- Policy on Safeguarding and Promoting the Welfare of Children
- Junior School Behaviour Policy
- Junior School Anti-Bullying Policy

Review and Evaluation

This policy is monitored and evaluated by the Assistant Head (Pastoral and Operations) and the PSHEE co-ordinator. This policy will be reviewed annually to ensure that the PSHEE/RSE programme is effectively implemented and updated to meet current needs.

Reviewed: April 2015 (GS)

Reviewed: April 2016

Reviewed: April 2017

Reviewed: April 2018 (LL)

Reviewed: September 2018 (LL)

Reviewed: September 2019 (LL)

Reviewed: September 2020 (LL)

Reviewed: September 2021 (LL)

Reviewed: January 2022 (LL)

Reviewed: May 2022 (LL)

Reviewed: August 2022 (LL)

South Hampstead Junior School PSHEE and RSE Scheme of Work Overview 2022-23 – based on 36 weeks

| Year Group | Relationships | No. Wks | Health & Wellbeing | No. Wks | Living in the Wider World | No. Wks |
|-------------------|---|----------------|---|----------------|---|----------------|
| 1 | To recognise how people make friends and what makes a good friendship. | 1 | To know what keeping healthy means and to describe different ways to keep healthy. (mentally and physically) | 1 | To understand what rules are, why they are needed, and why different rules are needed for different situations. (including online) | 1 |
| | To recognise when they or someone else feels lonely and what to do. | 1 | To understand how physical activity helps us to stay healthy; and ways to be physically active every day. To know about foods that support good health and the risks of eating too much sugar. | 1 | To understand how people and other living things have different needs; about the responsibilities of caring for them. | 1 |
| | To develop simple strategies to resolve arguments between friends positively. To know how to ask for help if a friendship is making them feel unhappy. | 1 | To understand the importance of dental care and visiting the dentist; how to brush teeth correctly and name food and drink that support good dental health. | 1 | To recognise things they can do to help look after their environment. | 1 |
| | To name and describe different feelings that humans can experience. To understand how feelings can affect people's bodies and how they behave. | 1 | To know how to keep safe in the sun and protect skin from sun damage. | 1 | To know how the internet and digital devices can be used safely to find things out and to communicate with others. | 2 |
| | To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. (NSPCC – PANTS) To know how to respond if physical contact makes them feel uncomfortable or unsafe. | 2 | To know about growing and changing from young to old and how people's needs change. | 1 | To name different jobs that people they know or people who work in the community do. To know some of the strengths and interests someone might need to do different jobs. | 1 |
| | To know how to respond safely to adults they don't know. | 1 | To know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) | 1 | | |
| | To develop techniques for resisting pressure to do something they don't want to do and which may make them unsafe. (including online) | 1 | To know that household products (including medicines) can be harmful if not used correctly. | 1 | | |

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| | To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help and the importance of keeping trying until they are heard. | 1 | To identify and know about the people whose job it is to keep us safe and to know about people who help us to stay physically healthy. | 1 | | |
| | To recognise what is kind and unkind behaviour, and how this can affect others. (online and offline) | 1 | To know and follow basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. | 1 | | |
| | To understand how to treat themselves and others with respect; how to be polite and courteous. | 1 | To know about things that people can put into their body or on their skin and how these can affect how people feel. | 1 | | |
| | To recognise the ways in which they are the same and different to others. | 1 | GROWTH MINDSET Identify characteristics of growth and fixed mindsets Describe how it feels to fail and suggest ways they can support each other and learn new things Discuss and share opinions on what the word 'learning' means and describe the learning journey Identify an aspect of their learning in which they would like to improve or challenge themselves | 6 | | |
| | To understand how to listen to other people and play and work cooperatively. | 1 | | | | |
| | To know how to talk about and share their opinions on things that matter to them. | 1 | | | | |
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| Year Group | Relationships | No. Wks | Health & Wellbeing | No. Wks | Living in the Wider World | No. Wks |
|-------------------|--|----------------|---|----------------|--|----------------|
| 2 | To know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. To identify the people who love and care for them and what they do to help them feel cared for. | 1 | To understand why sleep is important and different ways to rest and relax. | 1 | To recognise and know about the different groups they belong to. | 1 |
| | To recognise different types of families including those that may be different to their own. To identify common features of family life. | 1 | To know and follow simple hygiene rules that can stop germs from spreading. | 1 | To know about the different roles and responsibilities people have in their community. | 1 |
| | To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. | 1 | To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. | 1 | To recognise the ways they are the same as, and different to, other people. | 1 |
| | To understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. | 1 | To understand different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. | 1 | To know about and understand the role of the internet in everyday life. To know about how the internet and digital devices can be used safely to find things out and to communicate with others. | 1 |
| | To recognise how people may feel if they experience hurtful behaviour or bullying (both online and offline) | 1 | To recognise things that help people to feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). | 1 | To understand that not all information seen online is true. | 1 |
| | To understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. | 1 | To understand different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. | 1 | To know what money is; forms that money comes in and that money comes from different sources. To recognise the difference between needs and wants; that sometimes people may not always be able to have the things they want. | 1 |
| | To understand the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) | 1 | To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. | 1 | To know that people make different choices about how to save and spend money. | 1 |

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| | <p>To learn how to recognise what others might be feeling.</p> <p>To recognise that not everyone feels the same at the same time, or feels the same about the same thing.</p> <p>To know about ways of sharing feelings; a range of words to describe feelings.</p> | 2 | <p>To know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> | 1 | <p>To understand that money needs to be looked after and know different ways of doing this. To know that jobs help people to earn money to pay for things.</p> | 1 |
| | <p>To know that there are situations when they should ask for permission and also when their permission should be sought.</p> | 1 | <p>To identify what they are good at, what they like and dislike.</p> <p>To recognise how to manage when they are finding things difficult.</p> | 1 | | |
| | | | <p>To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) Revise PANTS rule</p> | 1 | | |
| | | | <p>To recognise ways that can help them prepare to move to a new class/year group</p> | 1 | | |
| | | | <p>To know and follow rules and age restrictions that keep us safe.</p> | 1 | | |
| | | | <p>To recognise risk in simple everyday situations (including online) and what action to take to minimise harm.</p> | 1 | | |
| | | | <p>To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> | 1 | | |
| | | | <p>To know what to do if there is an accident and someone is hurt.</p> <p>To know how to get help in an emergency (how to dial 999 and what to say)</p> | 1 | | |
| | | | <p>GROWTH MINDSET</p> <p>Recognise and understand that everyone has different strengths.</p> <p>Learn how to edit work and make improvements from feedback</p> <p>Using Growth Mindset to achieve goals</p> | 3 | | |
| | | | | | | |

| Year Group | Relationships | No. Wks | Health & Wellbeing | No. Wks | Living in the Wider World | No. Wks |
|------------|--|---------|--|---------|---|---------|
| 3 | To know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. | 1 | To know how to make informed decisions about health. To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. | 1 | To know about the relationship between rights and responsibilities. | 1 |
| | To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face | 1 | To identify choices that support a healthy lifestyle, and recognise what might influence these. To recognise the elements of a balanced, healthy lifestyle. | 1 | To recognise ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) | 2 |
| | To understand the importance of seeking support if feeling lonely or excluded. | 1 | To know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. | 1 | To know about the different groups that make up their community; what living in a community means. | 1 |
| | To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. | 1 | To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) | 1 | To value the different contributions that people and groups make to the community. | 1 |
| | To recognise that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. | 2 | To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. | 1 | To know about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities. | 1 |
| | To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour. | 1 | To recognise that feelings can change over time and range in intensity. | 2 | To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. | 1 |

Updated July 2021 – LL Reviewed LL – Dec 2021
Reviewed LL - August 2022

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|--|---|---|---|---|--|---|
| | | | To know about everyday things that affect feelings and the importance of expressing feelings. To develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. | | | |
| | To develop strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. | 2 | To develop strategies for keeping safe in the local environment or unfamiliar places (rail, road, water) and firework safety; safe use of digital devices when out and about. | 3 | To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. | 1 |
| | To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. (Revisit NSPCC – PANTS) To know how to respond if physical contact makes them feel uncomfortable or unsafe. | 1 | To know what is meant by first aid; basic techniques for dealing with common injuries. | 1 | To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. | 1 |
| | | | GROWTH MINDSET Identify how someone feels if they fail What happens in the brain when you are learning something To identify the importance of making mistakes as part of the learning process Identifying their own strengths | 6 | | |
| | | | | | | |

| Year Group | Relationships | No. Wks | Health & Wellbeing | No. Wks | Living in the Wider World | No. Wks |
|-------------------|--|----------------|--|----------------|--|----------------|
| 4 | To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) | 1 | To recognise how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school), recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. | 1 | To recognise the reasons for rules and laws; consequences of not adhering to rules and laws. | 1 |
| | To understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. | 1 | To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. | 1 | To recognise there are human rights that are there to protect everyone. | 1 |
| | To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. | 1 | To know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of cancer. | 1 | To recognise what in which the internet and social media can be used both positively and negatively. | 1 |
| | To understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. | 1 | To understand the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. | 1 | To know some of the different ways information is shared and used online; including for commercial purposes. | 1 |
| | To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. | 1 | To develop strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. | 2 | To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. | 1 |
| | To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online). | 1 | To develop problem-solving strategies for dealing with emotions, challenges and change including managing transitions between classes and key stages. | 1 | To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. | 1 |
| | To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be | 1 | To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote | 1 | To understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; | 1 |

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| | treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. | | personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. | | that people may choose to do voluntary work which his unpaid. | |
| | To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles and different to their own. | 1 | To know how to predict, assess and manage risk in different situations. | 1 | To recognise some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. | 1 |
| | | | To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. | 1 | | |
| | | | To understand the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully) | 1 | | |
| | | | To understand the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. | 2 | | |
| | | | To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. | 1 | | |
| | | | BREATHE project/GROWTH MINDSET To identify and value how failure is an important part of the learning process | 6 | | |
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| Year Group | Relationships | No. Wks | Health & Wellbeing | No. Wks | Living in the Wider World | No. Wks |
|-------------------|---|----------------|--|----------------|---|----------------|
| 5 | To understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. | 2 | To understand what good physical health means; how to recognise early signs of physical illness. | 1 | To know about different ways to pay for things and the choices people have about this. | 1 |
| | To understand how friendships can change over time, about making new friends and the benefits of having different types of friends. | 1 | To understand that medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. | 1 | To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. | 1 |
| | To know about discrimination: what it means and how to challenge it. | 1 | To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. | 1 | To understand that people's spending decisions can affect others and the environment (e.g. fair trade, buying single-use plastics, or giving to charity). | 1 |
| | To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) | 1 | To develop strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing. | 1 | To recognise that people make spending decisions based on priorities, needs and wants. | 1 |
| | To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. | 1 | To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. | 1 | To understand different ways to keep track of money. | 1 |
| | To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. | 1 | To understand about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. | 1 | To know about the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. | 1 |

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| | To know about seeking and giving permission (consent) in different situations. | 1 | To know about personal identity; what contributes to who are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) To recognise their individuality and personal qualities. | 1 | To know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. | 1 |
| | To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online. | 1 | To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. | 1 | To understand the different ways that money can impact on people's feelings and emotions. | 1 |
| | To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. | 1 | To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing) | 2 | | |
| | To respect the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. | 1 | To understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. | 1 | | |
| | | | GROWTH MINDSET To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. Power of Yet Perseverance | 6 | | |
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| Year Group | Relationships | No. Wks | Health & Wellbeing | No. Wks | Living in the Wider World | No. Wks |
|-------------------|---|----------------|--|----------------|---|----------------|
| 6 | To understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. | 1 | To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle. | 1 | To understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. | 1 |
| | To know about marriage and civil partnerships as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. | 1 | To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. | 1 | To know about stereotypes; how they can negatively influence behaviours and attitudes towards others. To develop strategies for challenging stereotypes. | 1 |
| | To understand that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. | 1 | To understand that for some people gender identity does not correspond with their biological sex. | 1 | To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. | 1 |
| | To understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. | 1 | To know how to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Nurse Visit) | 1 | To understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. | 1 |
| | To know that a feature of positive family life is caring relationships; about the different ways in which people care for one another. | 1 | To know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. (Nurse Visit) | 1 | To understand how text and images in the media and on social media can be manipulated or invented. To develop strategies to evaluate the reliability of sources and identify misinformation. | 1 |
| | To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step parents, blended families, foster parents); that families of all types | 1 | To know where to get more information, help and advice about growing and changing, especially puberty. (Nurse Visit) | 1 | To understand what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical | 1 |

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| | can give family members love, security and stability. | | | | assumptions can deter people from aspiring to certain jobs). | |
| | To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. | 1 | To know about the new opportunities and responsibilities that increasing independence may bring. | 1 | To identify the kind of job they might like to do when they are older. | 1 |
| | To develop strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. | 1 | To know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone else they know might be at risk. | 1 | To recognise a variety of routes into careers (e.g. college, apprenticeship, university) | 1 |
| | To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. | 1 | To know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. | 1 | | |
| | To know that personal behaviour can affect other people; to recognise and model respectful behaviour online. | 1 | To know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. | 1 | | |
| | | | To know about why people choose to use or not use drugs (including nicotine, alcohol and medicine). | 1 | | |
| | | | To know about the mixed messages in the media about drugs, including alcohol and smoking/vaping. | 1 | | |
| | | | To know about organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. | 1 | | |
| | | | GROWTH MINDSET You are Awesome – Matthew Syed Identifying characteristics of learning | 5 | | |

RSE objectives are highlighted in bold

Updated July 2021 – LL Reviewed LL – Dec 2021
Reviewed LL - August 2022