



# **Great Waltham C of E Primary School**

## **PSHE Policy**

<b>Approved by:</b>	FGB
<b>Last reviewed on:</b>	June 2023
<b>Next review due by:</b>	June 2025

### **1. Aims:**

At Great Waltham Primary School, we believe that a strong PSHE education is important to help our children gain the knowledge, skills and attitudes they need to develop into well-rounded members of society, who can make a positive contribution to their community.

Personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum and takes into account children's spiritual, moral, social and cultural (SMSC) development. The 'British Values' are promoted throughout our PSHE scheme of work. We believe that children must be provided with a PSHE education that prepares them for the opportunities, responsibilities and experiences of adult life.

The intent of our PSHE curriculum is to deliver lessons which are accessible to all, and help our children get the most out of the outcomes so that they know more, remember more and understand more. It is strongly tied to our relationships, RSE, health education, and wellbeing programme. This promotes the essential foundations needed to enable children to achieve their best, academically and socially and tackle many of the moral, social and cultural issues that are part of growing up in an ever changing world.

At Great Waltham, the children will be given the vocabulary and support they need to enable them to articulate their feelings. The intention is to promote mental wellbeing and empathy across the whole school and into the community. The children in our school come from a range of family backgrounds and life experiences. We believe it is important to consider children's starting points, differing levels of knowledge and understanding and build upon these through PSHE. We want our children to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society, in terms of race, religion and relationships. We want our children to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community by learning tolerance, treating each other equally, fairly, with kindness and with mutual respect, preparing them for their future lives. PSHE also encompasses health and wellbeing. We will give the children the knowledge to be able to make informed choices with regards to keeping healthy e.g. food and exercise. Our intent is also for our children to stay safe, learn to manage risks and make decisions. In an ever increasing technological world, we also want our children to use online resources safely and know how to get help when they feel unsafe.

### **2. Statutory Requirements:**

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

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

We must teach health education under the same statutory guidance.

### **3. Implementation**

At Great Waltham School, we have developed our own scheme of work for Yr1 – 6 which incorporates the 'PSHE Association Programme of Study' for KS1 and KS2. Not only does it cover the statutory content but also covers economic wellbeing, careers and enterprise education as well as education for personal safety, including assessing and managing risk. It also takes into account the needs of our children and the community/society in which they are growing up.

Our scheme of work is based on three core themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World

Our long term overview (Appendix 1) sets out learning opportunities for each year group. Each core theme, is organised into subtopics to ensure core knowledge is sectioned into units of manageable size. Teaching of PSHE and RSE includes sufficient and well-chosen opportunities and contexts for children to embed new knowledge so that it can be used confidently in real-life situations.

**Relationships:** Families and friendships; Safe relationships; Respecting ourselves and others

**Health and Wellbeing:** Physical health and mental wellbeing; Growing and changing; Keeping safe

**Living in the Wider World:** Belonging to a community; Media literacy and digital resilience; Money and work

PSHE education at Great Waltham Primary addresses both children's current experiences and preparation for their future. Therefore, our long term overview provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

PSHE lessons will be delivered by class teachers and sometimes by visiting external experts e.g. school nurse. In the teaching of PSHE and RSE only correct medical terminology will be used. Teachers will ensure that children's views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the children's age. Children will also get the opportunity to ask anonymous questions and share any concerns by writing a note or can speak with a trusted adult, whether they arise from lessons or from something else.

Children in EYFS develop knowledge, skills and attributes that form a crucial foundation for later teaching of PSHE at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school. The PSHE curriculum in EYFS is largely covered in the prime area of Personal, Social and Emotional Development covering key concepts and skills around – Building relationships; Self-regulation; Managing self.

We make connections between learning in PSHE and real-life experiences children have encountered or may be likely to. Links are often made between PSHE and other subjects, most notably Science, PE, Computing and RE. We also make connections with wider aspects of school life e.g. ASPIRE Values; School Council; Celebration Assemblies and themed activities such as friendship week, wellbeing week, sports week, safer internet day, careers day, enterprise projects, world book day and charity days.

#### **4. Impact**

First and foremost, we want our children to be safe and happy so that they can achieve their personal best in all aspects of school life. Through our PSHE curriculum, we believe that we prepare our children for the next stage in their education as well as preparing them, during this vital stage of their life, for the opportunities, responsibilities and experiences of an adult world. Our curriculum provides them with a chance to reflect and learn about these crucial elements.

Children will be able:

- To view themselves positively and be aware of their skills, attributes and achievements.
- To have respect for themselves and others.
- To develop positive and healthy relationships with their peers both now and in the future, including on-line relationships and to understand their boundaries.
- To understand how to keep healthy both physically and mentally and know how to keep themselves safe physically, mentally and technologically.
- To confidently discuss problems and seek help to solve them.
- To manage risk in their play, friendships, work and also on-line.
- To demonstrate knowledge and understanding of diversity and equality.
- To understand their responsibilities as well as their rights. Promoting fairness.
- To respond positively to change.
- To understand the physical aspects involved in RSE at an age appropriate level.

- To manage power positively. They will be able to identify forms of bullying and work proactively to deal with these issues.
- To demonstrate and apply the British Values of Democracy; Tolerance; Mutual Respect; Rule of Law and Liberty.
- To have a positive attitude towards their learning and work proactively to meet their goals – be aspirational
- To demonstrate a healthy outlook towards school – attendance will be in line with national and behaviour will be good.

## **5. Roles and Responsibilities**

### **5.1 The Governing Body**

The governing board will approve the PSHE policy, and hold the head teacher to account for its implementation.

### **5.2 The Head Teacher**

The head teacher is responsible for ensuring that PSHE is taught consistently across the school.

### **5.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### **5.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **6. Monitoring Arrangements**

The delivery of PSHE is monitored by the PSHE Leader through: planning scrutinies, learning walks, book scrutinies and pupil voice feedback.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE leader at least annually. At every review, the policy will be approved by the governing board.

## **7. Further Policies**

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Online safety policy
- RSE policy

## Appendix 1 for PSHE and RSE Policies

### Long Term Overview:

3 core themes covered each year.

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
<b>Suggested topic areas:</b> Healthy Lifestyles Keeping Safe Growing and Changing	<b>Suggested topic areas:</b> Healthy Relationships Feelings and Emotions Valuing Difference	<b>Suggested topic areas:</b> Rights and Responsibilities Taking Care of the Environment Money

## EYFS

Year	Autumn - Living in the Wider World	Spring - Relationships	Summer - Health and Wellbeing
EYFS	<p>To recognise that I am valuable and unique individual.</p> <p>To understand how to build constructive and respectful relationships.</p> <p>To can identify and moderate my own feelings socially and emotionally.</p> <p>To give focused attention to what the teacher says.</p> <p>To know that we have rules at school that we must follow.</p> <p>To know who to talk to if we do not feel safe.</p> <p>To know right from wrong.</p> <p>To recognise that we are accountable for our actions.</p> <p>To understand we must work together as a team when it is necessary.</p> <p>To respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>To manage own basic hygiene and personal needs.</p>	<p>To understand and can demonstrate resilience and perseverance in the face of challenge.</p> <p>To have developed confidence to try new activities.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To know how to regulate behaviour according to my feelings and the feelings of others.</p> <p>To work and play cooperatively and take turns with others</p> <p>To think about the perspectives of others</p> <p>To build constructive and respectful relationships</p>	<p>To understand how to set and work towards simple goal.</p> <p>To understand how to be sensitive to my own and to others' needs.</p> <p>To develop the confidence to try new activities and show independence, resilience and perseverance in the faces of challenge</p> <p>To give focused attention to what the teacher says, responding appropriately even when engaged in activity.</p> <p>To show an ability to follow instructions involving several ideas or actions.</p> <p>To understand about what keeping healthy means; different ways to keep healthy</p> <p>To understand how physical activity helps us to stay healthy; and ways to be physically active everyday</p>
	<p>COMPUTING LINK – ONLINE SAFETY</p> <p>I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed, or upset.</p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology with people I know.</p>	<p>COMPUTING LINK – ONLINE SAFETY</p> <p>I can identify ways that I can put information on the internet.</p> <p>I can describe ways that people can be unkind online.</p> <p>I can offer examples of how this can make others feel</p> <p>I can talk about how I can use the internet to find things out.</p> <p>I can identify devices I could use to access information on the internet.</p>	<p>COMPUTING LINK – ONLINE SAFETY</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology.</p> <p>I can give some simple examples of these rules</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>

## KS1

Year	Autumn - Living in the Wider World	Spring - Relationships	Summer - Health and Wellbeing
1	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>TOPIC LINK – FIRE FIRE</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>COMPUTING LINK – ONLINE SAFETY</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings, a range of words to describe feelings</p> <p>TOPIC LINK – SENSATIONAL SAFARI</p>

		<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>TOPIC LINK – BESIDE THE SEASIDE</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g., beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>
	<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<p>RSE LINK</p> <p>R1. about the roles different people (e.g., acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>PE LINK</p> <p>H1. about what keeping healthy means, different ways to keep healthy</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H27. about preparing to move to a new class/year group</p>
2	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>COMPUTING LINK – ONLINE SAFETY</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p>	<p>TOPIC LINK – FIRE FIRE</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>

	<p>L8. about the role of the internet in everyday life L9. that not all information seen online is true</p>	<p>R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them</p>	<p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) TOPIC LINK – SENSATIONAL SAFARI L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment TOPIC LINK – BESIDE THE SEASIDE H32. ways to keep safe in familiar and unfamiliar environments (e.g., beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>
	<p>L10. what money is; forms that money comes in; that money comes from different sources L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>RSE LINK H25. to name the main parts of the body including external genitalia (e.g., vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change R13. to recognise that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>PE LINK H1. about what keeping healthy means, different ways to keep healthy H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday SCIENCE LINK – TAKE CARE H2. about foods that support good health and the risks of eating too much sugar H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. those medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist, how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H37. about things that people can put into their body or on their skin; how these can affect how people feel H27. about preparing to move to a new class/year group</p>

Year	Autumn - Living in the Wider World	Spring - Relationships	Summer - Health and Wellbeing
3/4	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  <a href="#">COMPUTING LINK – ONLINE SAFETY</a>  <a href="#">H37 reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</a>  <a href="#">R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</a>  <a href="#">R18. 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</a>            L2. to recognise there are human rights, that are there to protect everyone            L3. about the relationship between rights and responsibilities            L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others            L5. about the different roles and responsibilities people have in their community            L19. that people’s spending decisions can affect others and the environment (e.g., Fair trade, buying single-use plastics, or giving to charity)  <a href="#">BIKEABILITY YEAR 4</a>  <a href="#">L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</a>  <a href="#">H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</a>  <a href="#">H38. how to predict, assess and manage risk in different situations</a>  <a href="#">H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</a></p>	<p>R1. to recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships)            R2. 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            R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong            R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others            R5. that people who love and care for each other can be in a committed relationship (e.g., marriage), living together, but may also live apart  <a href="#">RSE LINK YEAR 3</a>  <a href="#">R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</a>  <a href="#">R11. what constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationship</a>  <a href="#">R13. the importance of seeking support if feeling lonely or excluded</a>  <a href="#">R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</a>  <a href="#">R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</a>  <a href="#">R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</a>  <a href="#">R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</a>  <a href="#">RSE LINK YEAR 4</a>  <a href="#">H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</a>  <a href="#">Physical hygiene /Emotions and feelings (SENCO)</a></p>	<p>H1. how to make an informed decision about health            H2. about the elements of a balanced, healthy lifestyle            H3. about choices that support a healthy lifestyle, and recognise what might influence these            H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle            H5. about what good physical health means, how to recognise early signs of physical illness            H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.  <a href="#">SCIENCE LINK</a>  <a href="#">L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices)</a></p>



	<p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes, how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment, or the deliberate excluding of others); how to report concerns and get support</p>	<p>H15 that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H36. strategies to manage transitions between classes and key stage</p>
4/5	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><a href="#">COMPUTING LINK</a></p> <p><a href="#">L11. recognise ways in which the internet and social media can be used both positively and negatively</a></p> <p><a href="#">L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</a></p> <p><a href="#">L13. about some of the different ways information and data is shared and used online, including for commercial purposes</a></p> <p><a href="#">BIKEABILITY YEAR 4</a></p> <p><a href="#">L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</a></p> <p><a href="#">H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</a></p> <p><a href="#">H38. how to predict, assess and manage risk in different situations</a></p> <p><a href="#">H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</a></p>	<p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><a href="#">RSE LINK YEAR 5</a></p> <p><a href="#">H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</a></p> <p><a href="#">H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</a></p> <p><a href="#">H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</a></p>	<p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p><a href="#">SCIENCE LINK</a></p> <p><a href="#">L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices)</a></p>

		<p>H34. about where to get more information, help and advice about growing and changing, especially about puberty Time to change/Menstruation and wet dreams</p>	
	<p>L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g., money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>H15 that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H25 about personal identity; what contributes to who we are (e.g., ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H36. strategies to manage transitions between classes and key stages FIRST AID TRAINING YEAR 5 H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup> H44. how to respond and react in an emergency; how to identify situations that may require the emergency services; know how to contact them and what to say ROAD SAFETY YEAR 5 L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws H38. how to predict, assess and manage risk in different situations H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>
5/6	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws COMPUTING LINK – ONLINE SAFETY H42 about the importance of keeping personal information private; strategies for staying 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 L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) RSE LINK YEAR 6 H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and</p>	<p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g., sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health SCIENCE LINK</p>

	<p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup>  H34. about where to get more information, help and advice about growing and changing, especially about puberty  H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup> (Class Teacher – North America and HT)</p>	<p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices)</p>
	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes  L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life  L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them  L28. about what might influence people's decisions about a job or career (e.g., personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)  L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid  L30. about some of the skills that will help them in their future careers e.g., teamwork, communication and negotiation  L31. to identify the kind of job that they might like to do when they are older  L32. to recognise a variety of routes into careers (e.g., college, apprenticeship, university)</p>	<p>R21. about discrimination: what it means and how to challenge it  R22. about how to treat themselves and others with respect; how to be polite and courteous  R23. to recognise the ways in which they are the same and different to others  R24. how to listen to other people and play and work cooperatively  R25. how to talk about and share their opinions on things that matter to them  R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background  R33. to listen to and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own  R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult  H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others  H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);  H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping  H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns  H35. about the new opportunities and responsibilities that increasing independence may bring  <b>FIRST AID TRAINING YEAR 5</b>  H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup>  H44. how to respond and react in an emergency; how to identify situations that may require the emergency services; know how to contact them and what to say  <b>ROAD SAFETY YEAR 5</b>  H38. how to predict, assess and manage risk in different situations  L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about  <b>CRUCIAL CREW YEAR 6</b>  H46. about the risks and effects of legal drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break  H38. how to predict, assess and manage risk in different situations</p>

			<p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g., following instructions carefully)</p> <p>TRANSITION WORK YEAR 6</p> <p>H36. strategies to manage transitions between classes and key stage</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
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