



The Weald Federation: PSHE

With God's Love, we grow and learn together.

Intent

In The Weald Federation, we endeavour to provide pupils with the knowledge, understanding, attitudes, values and skills they need to reach their full potential as individuals, and within their community. We believe that primary education should never be solely about academic achievement and that children need to be developed, in a range of ways, so that they become happy, healthy and accomplished individuals throughout childhood, adolescence and into adulthood. Our curriculum aims to help pupils:

- Understand the fundamental characteristics of positive relationships between friends, family, children and adults.
- Learn respect and tolerance for the diverse world in which we live and that our differences can be celebrated as what makes us unique and special.
- Understand the value of personal boundaries and respecting the boundaries of others.
- Understand the principles of positive relationships also apply online and the importance of staying safe online.
- Develop positive personal attributes which reflect our wider school ethos and values: Courage, Trust, Creativity, Justice, Forgiveness, Peace, Humility, Truth, Thankfulness, Compassion, Hope, Friendship
- Develop a clear understanding of mental health; how to support their own and the mental health of others.

Implementation

We strongly believe that personal, social, health and economic (PSHE) education is an essential and necessary part of all pupils' education. As such, it permeates through the learning experiences at our school from Collective Worship, to the texts we choose in English and the content of the wider curriculum. This ongoing focus supports the more discrete teaching based on the JIGSAW scheme of work and lessons based on the Empowerment Approach. The majority of PSHE at our school is taught via JIGSAW through weekly lessons through the topics Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. These topics help our pupils to: have a sense of purpose; calm themselves and others; form and manage relationships; work well with others; make and act on informed decisions; communicate effectively; respond to challenges; be an active partner in their own learning; be active citizens within their community; explore issues related to living in a democracy; become healthy and fulfilled individuals. To supplement the JIGSAW scheme of work, pupils have regular opportunities to explore themes in other subjects. Circle Time and guided discussions play an important role at our school. We believe it is vital to provide children with a safe space to talk about their feelings and ask questions of and with their peers. Circle Time helps pupils to be respectful of the views of others and helps pupils frame their thoughts and feelings using a widening range of vocabulary, essential skills as they progress through life.

PHSE is taught as part of a spiral, progressive curriculum with children revisiting and building upon prior learning and understanding. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus. There are also links to the British Values that are reflected throughout our curriculum of Democracy, Rule of Law, Respect, Tolerance and Individual Liberty. More information about what is taught and when can be found in this document. As with all learning at our school, lessons are adapted to ensure that learning is accessible to all, with assessment feeding into future planning, ensuring that all pupils have the opportunity to achieve highly. In order to ensure that learning is sequential in our mixed class setting, we have grouped learning across a two-year cycle. All aspects of PSHE are taught as part of a mixed class setting except for the statutory elements of sex and relationship education. These are taught through the Jigsaw scheme of work, in an age-appropriate manner, and as such are year group specific. Parents and carers are informed in advance of this learning taking place and are welcome to view the materials and content beforehand if they wish to do so.

Impact

Today, children and adults live in an increasingly complex world both on and offline. By following our Christian values and through the teaching of our PSHE lessons and wider curriculum, we will ensure that the pupils at our school know how to be safe and healthy and how to manage their academic, personal and social lives positively. Pupils will:

- Be more aware of their own emotional and physical health, and are able to identify their own emotions and learn strategies to deal with them
- Have positive relationships with peers and adults in and out of school
- Know where to go and who to ask with questions or problems
- Feel safe and know how to be safe online
- Know what learning characteristics are required to be successful learners and how to overcome challenges
- Maintain a positive self-image; able to navigate the influence of media / advertising / social media
- Be equipped with the tools they need to manage secondary school and life beyond and will behave as responsible, independent citizens in their community.



The Weald Federation: PSHE Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Our Planet	Into Winter	China	Toy Stories	Kenya	On Safari
	Being Me in My World (combine Y1 & Y2 Jigsaw units)		Celebrating Differences (combine Y1 & Y2 Jigsaw units)		Relationships Whole class - Y1 lessons	Changing Me (Year group specific Y1 & Y2)
Yr 3 & 4	Stone Age to Iron Age	Frozen	Robots	Extreme Earth	Ancient Egypt	Ancient Greece
	Being Me in My World (combine Y3 & Y4 Jigsaw units)		Celebrating Differences (combine Y3 & Y4 Jigsaw units)		Relationships Whole class - Y3 lessons	Changing Me (Year group specific Y3 & Y4)
Yr 5 & 6	Africa	Adventure	Courage	Travel Through Time	Coasts	Oceans
	Being Me in My World (combine Y5 & Y6 Jigsaw units) + Fire and Firework safety lesson		Celebrating Differences (combine Y5 & Y6 Jigsaw units)		Relationships Whole class - Y5 lessons	Changing Me (Year group specific Y5 & Y6)

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Into the Woods	Lighting up the Sky	Man on the Moon	India	Sea Explorers	Pirates Ahoy!
	Dreams and Goals (combine Y1 & Y2 Jigsaw units)		Healthy Me (combine Y1 & Y2 Jigsaw units) + sun safety lesson		Relationships Whole class - Y2 lessons	Changing Me (Year group specific Y1 & Y2)
Yr 3 & 4	Invasion!	There be Dragons...	Fantastical Adventures	Chocolate!	Environmental Heroes	Rivers
	Dreams and Goals (combine Y3 & Y4 Jigsaw units)		Healthy Me (combine Y3 & Y4 Jigsaw units) + road & travel safety lesson		Relationships Whole class - Y4 lessons	Changing Me (Year group specific Y3 & Y4)
Yr 5 & 6	Rainforests	Potions!	To Infinity & Beyond	Journeys	Victorians	Inventions
	Dreams and Goals (combine Y5 & Y6 Jigsaw units)		Healthy Me (combine Y5 & Y6 Jigsaw units) + water safety lesson		Relationships Whole class - Y6 lessons	Changing Me (Year group specific Y5 & Y6)

NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for PSH

In addition to the above, pupils will also take part in additional safety lessons – e.g. Health & first aid / NSPCC / Safety in Action / Anti-bullying Week E



The Weald Federation: PSHE– Progression of Skills (assessment points)

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
BEING ME IN MY WORLD – CYCLE A					
<ul style="list-style-type: none"> Understand their own rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people and that their own views are valuable 		<ul style="list-style-type: none"> Know that their own actions affect themselves and others Know why rules are needed and how these relate to choices and consequences Know what democracy is and how it benefits the school community 		<ul style="list-style-type: none"> Know that personal choices can affect others locally and globally Understand the rights and responsibilities associated with being a citizen in the wider community and their country Understand how to contribute towards the democratic process 	
CELEBRATING DIFFERENCE– CYCLE A					
<ul style="list-style-type: none"> Know what bullying means (including the difference between a one-off incident and bullying) Know who to tell and how to get help if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different 		<ul style="list-style-type: none"> Know that bullying can take different forms and that some are harder to identify than others e.g. tactical ignoring, cyber-bullying Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that sometimes people make assumptions about a person because of the way they look or act 		<ul style="list-style-type: none"> Know what racism is and why it is unacceptable Know how and where to seek support if being bullied or a witness to bullying e.g. Childline, trusted adult Know that difference can be a source of celebration as well as conflict 	
DREAMS & GOALS– CYCLE B					
<ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere and how to identify obstacles Know how to recognise what working together well looks like 		<ul style="list-style-type: none"> Know how to reflect on positive experiences and set new goals even if they have been disappointed Know how to take steps to overcome obstacles Know how to work as part of a successful group 		<ul style="list-style-type: none"> Know how to set realistic and challenging goals Know that young people from different cultures may have different dreams and goals Know some ways in which they could work with others to make the world a better place 	
HEALTHY ME– CYCLE B					
<ul style="list-style-type: none"> Know what their body needs to stay healthy (food, exercise, & hygiene) Know what makes them feel relaxed / stressed Know that it is important to use medicines safely Know how to keep safe when crossing the road 		<ul style="list-style-type: none"> Know how exercise and healthy food choices affects my body Know when something feels safe or unsafe including ways to resist when people are putting pressure on them Know the facts about smoking and alcohol and their effects on health Know that there are things, places and people that can be dangerous and know a range of strategies to keep themselves safe 		<ul style="list-style-type: none"> Know how to take responsibility and make choices that benefit their own health, physical and emotional well being Know that some people can be exploited and made to do things that are against the law, e.g. joining gangs Know some about different types of drugs, their uses, how they can affect people’s bodies and associated risks of misuse Know basic emergency procedures, including the recovery position, and how to get help in emergency situations 	
RELATIONSHIPS					
Cycle A (Y1 statements) <ul style="list-style-type: none"> Know that everyone’s family is different and that families are founded on belonging, love and care Know how to make a friend and what being a ‘good friend’ means to them Know who to ask for help in the school community 	Cycle B (Y2 statements) <ul style="list-style-type: none"> Know that friendships have ups and downs and how to use some strategies to help solve friendship problems Know how to stay stop if someone is hurting them Know what trust is and that there are good secrets and worry secrets and why it is important to share worry secrets 	Cycle A (Y3 statements) <ul style="list-style-type: none"> Know that different family members carry out different roles or have different responsibilities within the family Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online 	Cycle B(Y4 statements) <ul style="list-style-type: none"> Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe Know what jealousy is and some reasons why people experience this feeling Know that loss is a normal part of relationships and that negative feelings are a normal part of loss 	Cycle A (Y5 statements) <ul style="list-style-type: none"> Know that there are rights and responsibilities in an online community, social network or when playing games Know that too much screen time isn’t healthy Know that belonging to an online community can have positive and negative consequences 	Cycle B (Y6 statements) <ul style="list-style-type: none"> Know that it is important to take care of their own mental health and ways to do this Know the stages of grief and that there are different types of loss that cause people to grieve Know some of the dangers of being ‘online’ and how to stay safe when using technology to communicate



The Weald Federation: PSHE– Progression of Skills *cont.* (assessment points)

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
CHANGING ME					
Year 1 (<i>year group specific</i>) <ul style="list-style-type: none"> • Know the correct names, and nick names, of male and female private body parts and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened 	Year 2 (<i>year group specific</i>) <ul style="list-style-type: none"> • Know the physical differences between male and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know there are different types of touch and that some are acceptable and some are unacceptable • Know who to ask for help if they are worried or frightened • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age 	Year 3 (<i>year group specific</i>) <ul style="list-style-type: none"> • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know that there are changes on the inside and outside of the body during puberty • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops 	Year 4 (<i>year group specific</i>) <ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty and why personal hygiene is important • Know that change can bring about a range of different emotions 	Year 5 (<i>year group specific</i>) <ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility 	Year 6 (<i>year group specific</i>) <ul style="list-style-type: none"> • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class
UNDERSTANDING & MANAGING EMOTIONS					
<ul style="list-style-type: none"> • Can name some of my feelings • Can recognise how some common emotions feel in my body e.g. happy, sad, proud, worried, angry, calm/relaxed, safe • I can recognise some of these feelings in other people 		<ul style="list-style-type: none"> • Can include shades of meaning when discussing feelings – e.g. worried / anxious / scared / frightened / petrified • Can recognise a wider range of feelings and emotions e.g. jealous, embarrassed, motivated, confused, valued, bored, included • Can use a range of vocabulary to explain how they and others might be feeling and why • Recognise some simple strategies to manage difficult feelings 		<ul style="list-style-type: none"> • Can precisely and accurately use a wide range of vocabulary to describe more complex emotions – e.g. shame, guilt, inspired, controlled, pressured, respected, optimistic • Can articulate how they feel and what they need to others • Can identify what steps to take when faced with difficult feelings • Can adapt their own behaviour appropriately in response to a range of emotions 	



The Weald Federation: PSHE – Areas of Study & Key Learning

YEARS 1 & 2 (two year cycle)

Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>In this unit, children will:</p> <ul style="list-style-type: none"> • Discuss rights and responsibilities, and choices and consequences. • Learn about being special and how to make everyone feel safe in their class as well as recognising their own safety. • Discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. • Learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. • Learn about choices and the consequences of making different choices. <p>+</p> <ul style="list-style-type: none"> • <i>Identify different ways that they can keep themselves safe around fire and fireworks</i> 	<p>In this unit, children will:</p> <ul style="list-style-type: none"> • Explore the similarities and differences between people and how these make us unique and special. • Learn what bullying is and what it isn't. • Talk about how it might feel to be bullied and when and who to ask for help. • Discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. • Discuss being nice to and looking after other children who might be being bullied. • Learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. • Explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. • Share feelings associated with bullying and how and where to get help. • Explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship. 	<p>In this unit, children will:</p> <ul style="list-style-type: none"> • Talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. • Learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. • Discuss partner working and how to do this well. • Explore setting realistic goals and how they can achieve them. • Discuss perseverance when they find things difficult as well as recognising their strengths as a learner. • Consider group work and reflect on with whom they work well and with whom they don't. • Reflect on sharing success with other people. 	<p>In this unit, children will:</p> <ul style="list-style-type: none"> • Learn about healthy and less healthy choices and how these choices make them feel. • Explore about hygiene, keeping themselves clean and that germs can make you unwell. • Learn about road safety, and about people who can help them to stay safe. • Learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. • Consider what makes them feel relaxed and stressed. • Learn about medicines, how they work and how to use them safely. • Make healthy snacks and discuss why they are good for their bodies. <p>+</p> <ul style="list-style-type: none"> • <i>know what to wear to keep safe in the sun</i> • <i>recognise the sun is good for them, but they need to play safely</i> 	<p>In CYCLE A, children will:</p> <ul style="list-style-type: none"> • Learn about people they may find in their school community. • Consider their own significant relationships (family, friends and school community) and why these are special and important. • As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. • Consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these. <p>In CYCLE B, children will:</p> <ul style="list-style-type: none"> • Learn about the roles and responsibilities in a family and the importance of co-operation, appreciation and trust. • Explore falling out and mending friendships. • Learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). • Consider the importance of trust in relationships and what this feels like. • Learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. • Reflect upon different types of physical contact in relationships, which are acceptable and which are not. • Practise strategies for being assertive when someone is hurting them or being unkind. • Learn about people who can help them if they are worried or scared. 	<p>Year 1 children will:</p> <ul style="list-style-type: none"> • Be introduced to life cycles, e.g. that of a frog. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. • Discuss how they have changed so far and that people grow up at different rates. • As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. • Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. • Practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them <p>Year 2 children will:</p> <ul style="list-style-type: none"> • Compare different life cycles in nature, including that of humans. • Reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult & old age. • Discuss how independence, freedoms & responsibility can increase with age. • As part of safeguarding, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. • Practise a range of strategies for managing feelings and emotions. • Be taught where they can get help if worried or frightened. • Discuss how change is a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.



The Weald Federation: PSHE – Areas of Study & Key Learning *cont.*

YEARS 3 & 4 (two year cycle)					
Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>In this unit, children will:</p> <ul style="list-style-type: none"> Learn to recognise their self-worth and identify positive things about themselves and their achievements. Discuss new challenges and how to face them with appropriate positivity Learn about the need for rules and how these relate to rights and responsibilities. Explore choices and consequences, working collaboratively and seeing things from other people's points of view. Learn about different feelings and the ability to recognise these feelings in themselves and others. Explore being part of a team. Talk about attitudes and actions and their effects on the whole class. Learn about their school and its community, who all the different people are and what their roles are. Discuss democracy and link this to their own School Council, what its purpose is and how it works. Learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. Learn about considering other people's feelings. 	<p>In this unit, children will:</p> <ul style="list-style-type: none"> Learn about families, that they are all different and that sometimes they fall out with each other. Practise methods to calm themselves down and discuss the 'Solve it together' technique. Revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. Talk about using problem-solving techniques in bullying situations. Discuss name-calling and practise choosing not to use hurtful words. Learn about giving and receiving compliments and the feelings associated with this. Consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. Explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. Discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. Share their own uniqueness and what is special about themselves. Talk about first impressions and when their own first impressions of someone have changed. 	<p>In this unit, children will:</p> <ul style="list-style-type: none"> Look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. Consider their hopes and dreams Identify their own dreams and ambitions and discuss how it will feel when they achieve them. Discuss facing learning challenges and identify their own strategies for overcoming these. Consider obstacles that might stop them from achieving their goals and how to overcome these. Reflect on their progress and successes and identify what they could do better next time. Discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. Discuss making new plans and setting new goals even if they have been disappointed. Explore group work and overcoming challenges together. Reflect on their successes and the feelings associated with overcoming a challenge. 	<p>In this unit, children will:</p> <ul style="list-style-type: none"> Learn about the importance of exercise and how it helps your body to stay healthy. Learn about their heart and lungs, what they do and how they are very important. Discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. Learn about different types of drugs, the ones you take to make you better, as well as other drugs. Consider things, places and people that are dangerous and link this to strategies for keeping themselves safe. Look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. Reflect on their friendships, how different people make them feel and which friends they value the most. Learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Learn about peer pressure and how to deal with it successfully. <p>+</p> <ul style="list-style-type: none"> <i>Identify ways to stay safe travelling to and from school, including road safety</i> 	<p>In CYCLE A, children will:</p> <ul style="list-style-type: none"> Revisit family relationships and identify the different expectations and roles that exist within the family home. Identify why stereotypes can be unfair and may not be accurate Look at careers and why stereotypes can be unfair Learn that families should be founded on love, respect, appreciation, trust and co-operation. Revisit the Solve it together technique for conflict situations and introduce the concept of a win-win outcome. Explore online relationships through gaming and apps and introduced to some rules for staying safe online. Learn that they are part of a global community and they are connected to others they don't know in many ways Investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited. <p>In CYCLE B, children will:</p> <ul style="list-style-type: none"> Focus on the emotional aspects of relationships and friendships. Explore jealousy and loss/ bereavement, the emotions involved and strategies to cope with these emotions. Learn that change is a natural in relationships Revisit skills of negotiation particularly to help manage a change in a relationship. Learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Are taught that relationship endings can be amicable. 	<p>Year 3 children will:</p> <ul style="list-style-type: none"> Learn about babies and what they need to grow and develop including parenting. Taught that it is usually the female that carries the baby in nature. Be introduced to the concept of puberty. Look at the inside and outside body changes in males and females. Learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up Explore online relationships through gaming and apps and introduced to some rules for staying safe online. Learn that they are part of a global community and they are connected to others they don't know in many ways Investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited. Discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them. <p>Year 4 children will:</p> <ul style="list-style-type: none"> Revisit bodily changes at puberty with some additional vocabulary, particularly around menstruation. Be taught about sanitary health, including introducing pupils to different sanitary and personal hygiene products. Be introduced to conception and sexual intercourse in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. Learn that the ovum and sperm carry genetic information that carry personal characteristics. Look at the feelings associated with change and how to manage these. Introduced to Jigsaw's Circle of change model as a strategy for managing future changes.



The Weald Federation: PSHE – Areas of Study & Key Learning *cont.*

YEARS 5 & 6 (two year cycle)					
Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>In this unit, children will:</p> <ul style="list-style-type: none"> • Discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. • Explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. • Learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. • Explore an individual's behaviour and the impact it can have on a group. • Learn about democracy, how it benefits the school and how they can contribute towards it. • Learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. • Discuss their choices and actions and how these can have far-reaching effects, locally and globally. 	<p>In this unit, children will:</p> <ul style="list-style-type: none"> • Explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. • Revisit the topic of bullying and discuss rumour spreading and name-calling. • Learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. • Consider happiness regardless of material wealth and respecting other people's cultures. • Discuss differences and similarities and that, for some people, being different is difficult. • Learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. • Learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements. 	<p>In this unit, children will:</p> <ul style="list-style-type: none"> • Share their dreams and goals and how they might need money to help them achieve them. • Consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. • Look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture. • Share their own strengths and further stretching themselves by setting challenging and realistic goals. • Discuss the learning steps they will need to take as well as talking about how to stay motivated. • Reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. • Discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments. 	<p>In this unit, children will:</p> <ul style="list-style-type: none"> • Investigate the risks associated with smoking and how it affects the lungs, liver and heart. • Learn about the risks associated with alcohol misuse. • Learn about different types of drugs and the effects these can have on people's bodies. • Taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. • Investigate how body types are portrayed in the media, social media and celebrity culture. • Learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures. • Discuss taking responsibility for their own physical and emotional health and the choices linked to this. • Learn about exploitation as well as gang culture and the associated risks therein. • Learn about mental health/illness and that people have different attitudes towards this. • Learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed. <p>+</p> <ul style="list-style-type: none"> • <i>Know how to keep safe around water</i> • <i>Consider their responsibilities to keep themselves and others safe around water</i> 	<p>In CYCLE A, children will:</p> <ul style="list-style-type: none"> • Learn about the importance of self-esteem and ways this can be boosted (online & offline) • Learn how mental health can be damaged by excessive comparison with others. • Investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. • Learn about age-limits and also age-appropriateness. • Taught the SMART internet safety rules and they apply these in different situations. • Revisit risk, pressure and influences with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. • Taught about grooming and how people online can pretend to be whoever they want. • Revisit rights, responsibilities and respect in the context of technology use. • Discuss screen time and ways to reduce their own screen time. <p>In CYCLE B, children will:</p> <ul style="list-style-type: none"> • Learn more about mental health and how to take care of their own mental well-being. • Explore the grief cycle and its various stages, and discuss the different causes of grief and loss. • Learn about people who can try to control them or have power over them. • Investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way. 	<p>Year 5 children will:</p> <ul style="list-style-type: none"> • Revisit self-esteem, self-image & body image. They learn that we all have perceptions about ourselves & others. • Reflect on how social media and the media can promote unhelpful comparison and how to manage this. • Revisit puberty explaining bodily changes in males and females. • Learn about sexual intercourse in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. • Learn about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. • Learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. • Explore reasons why people choose to be in a romantic relationship and choose to have a baby. • Look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. • Consider the perceptions that surround teenagers and reflect their accuracy, e.g. teenagers are always moody etc. <p>Year 6 children will:</p> <ul style="list-style-type: none"> • Learn about puberty and the changes that will happen; they reflect on how they feel about these changes. • Learn about childbirth and the stages of development of a baby, starting at conception. • Explore what it means to be physically attracted to someone and the effect this can have upon the relationship. • Learn about relationships, the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. • Look at transition to secondary school, what they are looking forward to/are worried about and how they can prepare themselves mentally.

Guidance from the Department for Education: PHSE

Personal, social, health & economic education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils. When any school provides RSE they must have regard to the [Secretary of State's guidance](#), this is a statutory duty.

Relationships and Sex Education Statutory Guidance

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

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

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#).

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.