



BEARWOOD
Primary and Nursery School

H A M W I C K T R U S T
EDUCATION

Relationships Education and Health Education Policy

September 2021

Date reviewed	
Governors approved	
Date of next review	



INTRODUCTION AND STATUTORY GUIDANCE

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2020. The policy has been produced in partnership with Hamwic Education Trust.

As a primary school we are required to teach Relationships Education and Health Education (RHE).

Parents will be consulted on the policy in the Autumn term 2020. (Due to the Covid-19 pandemic, schools may need to delay the consultation process until schools re-open. In this case, consultation will take place during the first month of schools reopening.)

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Bearwood Primary and Nursery School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

DEFINITIONS AND KEY AREAS OF TEACHING

Relationship Education

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of...

- **Learning, Enjoying succeeding together.**
- **Being a Confident Communicator**
- **Being an Independent Learner**
- **Being a Global Citizen**

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 1), under the broad headings of

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Bearwood Primary and Nursery School, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 6 pupils will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.)

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible. When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class of individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

In addition to the science curriculum, we will also teach the 'Changes' part of Jigsaw as part of our SRE. We have decided to do this because we believe it gives children a better understanding of the changes in their body. Age appropriate lessons are taught through Jigsaw lessons within the Summer Term. Parents have the right to withdraw children from Sex Education aspects that are not part of the science curriculum. In the first instance, parents should contact the Head teacher who will advise parents on how to withdraw.

Physical Health and mental wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. (Please see the separate Mental Health and Well Being policy for more information regarding our schools commitment to prioritising and supporting both child, parent and staff mental health and wellbeing) It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including

online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 2), under the broad headings of

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

RELATIONSHIPS AND HEALTH CURRICULUM DELIVERY

Relationships and Health Education (RHE) is taught through weekly lessons linked to the JIGSAW personal, social and health education programme and links with the whole school assembly programme. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in appendix 3.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4). Appendix 5 shows how we at Bearwood Primary and Nursery School provide opportunities throughout the curriculum for children to embed and revisit the skills they have learnt in RHE lessons.

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Poole we are mindful of the Local Authority plan to tackle health inequalities and promote health and well-being, particularly in areas of higher deprivation. We are aware that more children come back onto child protection plans than comparator authorities and recognise that the local authority wish to tackle areas such as substance misuse, mental health and domestic abuse as potential causal factors. We recognise that sport uptake is high and will continue to encourage this. We are also mindful of the authority's plan to support healthy weight in children.

ROLES AND RESPONSIBILITIES

The governing body

The governing body will consult parents, suggest amendments to the head teacher and approve the RHE policy. They will hold the head teacher to account for its implementation.

The head teacher

The head teacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Head teacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

The PHSE Leader

The PSHE leader is responsible for:

- ensuring that RHE is taught consistently throughout the school through developing an appropriate PSHE curriculum.
- adapting the curriculum where necessary of the needs of the children in relation to local contextual issues.
- monitoring the policy on a regular basis.
- determining whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance to their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the head teacher.

The leader for RHE at Bearwood Primary and Nursery School is Ellie Pike.

Pupils

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

Safe and effective practice

All adults will create a safe and supportive learning environment by ensuring the following:

- ground rules for PSHE and RHE are established which will be developed with the whole class each year, referred to regularly and the pupils encouraged to follow.
- distancing techniques are used such as anonymous questions, case studies and problem pages are used to help pupils avoid personalising issues.
- with direct consideration for the children in their classes, year groups will discuss the sort of questions which they feel are appropriate to provide answers to in order to provide a consistent and age appropriate approach. If a child's question seems inappropriate, adults will agree to discuss it with the child individually later, rather than with the whole class and where necessary children will be advised to ask their parents or carers.
- training and CPD will take place regularly to ensure all adults understand this policy and best practice when teaching RHE.

Building Positive links with parents and carers

The school is well aware that the primary role in children's RHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation so that we can best prepare the children for the future. In promoting this objective we will:

- inform parents about the school's RHE policy and practice
- answer any questions that parents may have about the RHE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE in the school

Safeguarding

Teachers are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will follow the school's safeguarding policy and consult with a designated safeguarding lead. Should you wish to read the school's Child Protection and Safeguarding policy, it can be found on the school website under the policies section or obtained from the school office.

PARENTS AND CARERS AND THE RIGHT TO WITHDRAW

As we follow the scientific aspects of sex education, as stipulated in the science national curriculum, parents do not have the right to withdraw their children from these lessons. We are committed to

working with parents and carers to ensure that they are fully aware of what is being taught and provide additional resources and support through parent information sessions. If there are any concerns, parents are invited to contact the school to discuss them

Training

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

Monitoring of RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils’ end of year reports

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

This policy will be review annually and will require approval by the governing body.

APPENDIX 1 – Expectations for Relationships Education

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 marriage¹ 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.
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Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p>

	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources.
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APPENDIX 2 – EXPECTATIONS OF HEALTH EDUCATION

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits.

	<ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary.

	<ul style="list-style-type: none"> • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

APPENDIX 3 – RHE CURRICULUM OVERVIEW AT BEARWOOD PRIMARY AND NURSERY SCHOOL

PHSE SKILLS OVERVIEW

PSHE SKILLS	Early Years	KS1 (Y1 and Y2)	Lower KS2 (Y3 and Y4)	Upper KS2 (Y5 and Y6)
Developing confidence and responsibility and making the most of their abilities	<p>Display high levels of involvement for increasing lengths of time.</p> <ul style="list-style-type: none"> Be confident enough to take appropriate risks Develop a sense of self as a member of different communities Express needs and feelings appropriately Initiate interaction with other people Develop awareness of their own needs, views and feelings Be sensitive to the needs, views and feelings of others Develop respect for their own cultures and beliefs and those of others Perform simple tasks independently 	<ul style="list-style-type: none"> Take and share responsibility for their own behaviour Recognise what they like and dislike, what is fair and unfair and what is right and wrong Recognise what they are good at from what others say Express positive qualities about themselves <ul style="list-style-type: none"> Understand the difference between impulsive and thinking behaviour Share their opinions on things that matter to them Recognise name and deal with their feelings in a positive way Reflect on and evaluate their own experiences to set simple goals Respond with increasing confidence to new people and situations 	<p>Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class</p> <ul style="list-style-type: none"> Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements Be able to face new challenges positively and know when to seek help Be able to identify the range of jobs carried out by people they know <ul style="list-style-type: none"> Be able to explain their views on issues that affect the school environment Able to reflect on their mistake and make amends. Begin to make responsible choices and consider consequences Identify the range of skills needed in different jobs Recognise the need to ask for support sometimes and whom to ask and how Be able to express feelings in different ways and recognise the impact on others 	<p>Talk, write and explain their views on issues that affect wider environment</p> <ul style="list-style-type: none"> Reflect on and evaluate their own experiences and set personal goals Talk, write about and identify the skills they need to develop to make their contribution in the future Identify needs of the wider community and their roles and responsibilities as members Recognise and respond to a variety of emotions in themselves and others such as jealousy, anger and excitement Transfer a skill learned in one situation to another context <ul style="list-style-type: none"> Talk, write and explain their views on issues that affect the global environment Continue to reflect and evaluate their own experiences and set personal goals Take action based on responsible choices Recognise as they approach puberty how people's emotions change Develop strategies to deal with their feelings in a positive way Continue to develop the skills they need to make their contribution in the future
		<ul style="list-style-type: none"> Able to make "I" statements instead of blaming others Beginning to understand that they have more responsibilities to meet the needs of living things Begin to understand what harms their local, natural and built environments, make suggestions to improve them Work together as a class or group on a project 	<p>are needed and that there are consequences when rules are broken</p> <ul style="list-style-type: none"> Understand that there are responsibilities as well as rights Use different ways to communicate and express personal and group views about an issue 	<ul style="list-style-type: none"> Recognise the role of voluntary, community and pressure groups Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK
Developing a healthy, safer lifestyle	<p>Dress and undress independently</p> <ul style="list-style-type: none"> Manage their own personal hygiene Begin to understand rules for keeping safe in the local environment 	<p>Begin to make simple choices that improve their health and well being</p> <ul style="list-style-type: none"> Begin to maintain personal hygiene Begin to understand that certain actions spread disease Identify the main parts of the body Say no when subject to pressure/ something feels wrong Ask for help from adults <ul style="list-style-type: none"> Make simple choices that improve their health and well being Maintain personal hygiene Understand that certain actions spread disease Understand rules for keeping safe in the environment (roads, railways, people, fire, water) and recognise potential risks to self and others Make sensible choices (food, games, television, money) 	<p>Begin to make informed choices (food, exercise, lifestyle)</p> <ul style="list-style-type: none"> Follow simple, safe routines to reduce the spread of bacteria/ viruses Manage hygiene procedures <ul style="list-style-type: none"> Behave safely and responsibly in different situations Follow school rules about health and safety, basic emergency aid procedures and where to get help Extend strategies to cope with risky situations and personal safety 	<p>Discuss, ask questions and understand how the body changes during puberty</p> <ul style="list-style-type: none"> Know that drugs can be legal/ illegal and that they have effects and risks Begin to make choices and decisions about issues affecting their health and well being Decide how to behave responsibly Develop sensible rules for road use <ul style="list-style-type: none"> Use basic techniques to resist peer pressure to behave in an unacceptable or risky way Follow simple, safe routines to reduce the spread of bacteria and viruses that affect health Recognise the different risks in different situations Judge what kind of physical contact is acceptable or unacceptable
Relationships and differences	<p>Value and contribute to own well being and self control</p>	<p>Listen to other people, and play and work cooperatively</p> <ul style="list-style-type: none"> Develop a caring attitude towards family, friends and each other 	<p>Understand that their actions affect themselves and others</p> <ul style="list-style-type: none"> Able to empathise with another viewpoint 	<p>Be aware of different types of relationships</p> <ul style="list-style-type: none"> Recognise and challenge stereotypes

<ul style="list-style-type: none"> Form good relationships with adults and peers Work as part of a group or class Take turns and share fairly Show confidence and the ability to stand up for own rights Begin to develop an awareness of the boundaries set and behavioural expectations Understand what is right, what is wrong and why Say sorry, please and thank you Consider the consequences of their words and actions for themselves and others Begin to develop an awareness of different physical needs 	<ul style="list-style-type: none"> Greet and talk with adults Develop positive relationships through work and play Recognise worth in others and say why someone is special to them Make new friends and cope with losing friends Recognise how their behaviour affects other people Identify and respect the differences and similarities between people Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying Consider social and moral dilemmas that they come across everyday Voice differences of opinion sensitively and courteously To be aware of different physical needs and how they can help people 	<ul style="list-style-type: none"> Consolidate understanding of differences and similarities between people Recognise their own and other people's feelings Initiate friendships Empathise with the lives of people living in other places and times, and people with different values and customs Realise the nature and consequences of negative behaviour Able to identify strategies to respond to negative behaviour constructively and ask for help Develop skills needed for relationships e.g. listening, supporting and showing care To understand the different strategies available in school and the wider community to support people with physical disabilities 	<ul style="list-style-type: none"> Respond assertively to teasing and bullying Demonstrate tolerance and respect for others Continue to greet and talk with a wider range of adults Continue to develop relationships through work and play Consider social and moral dilemmas that they come across in life Identify how to find information and advice through helplines Identify ways to integrate people with disabilities into our school community and support them where appropriate
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PSHE INTENT AND COVERAGE OVERVIEW AT BEARWOOD PRIMARY SCHOOL

Being Me in My World

PSHE - Intent

PSHE Education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

By the end of Reception	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<p>Being me in my world</p> <p>I enjoy working with others to make school a good place to be</p> <p>I am learning what being responsible means</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p>	<p>Being me in my world</p> <p>I understand the rights and responsibilities of being a member of my class.</p> <p>I understand my rights and responsibilities within our Learning Charter</p> <p>I can recognise the choices I make and understand the consequences</p>	<p>Being me in my world</p> <p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I understand how following the Learning Charter will help me and others learn</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences</p>	<p>Being me in my world</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand my actions affect others and try to see things from their points of view</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p>	<p>Being me in my world</p> <p>I understand how democracy works through the school council</p> <p>I understand how democracy and having a voice benefits the school community</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p>	<p>Being me in my world</p> <p>I understand my rights and responsibilities as a British citizen and a member of my school</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p>	<p>Being me in my world</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand how an individual's behaviour can impact on a group</p>

Celebrating Differences

PSHE - Intent

PSHE Education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

<i>By the end of Reception</i>	<i>By the end of Year 1</i>	<i>By the end of Year 2</i>	<i>By the end of Year 3</i>	<i>By the end of Year 4</i>	<i>By the end of Year 5</i>	<i>By the end of Year 6</i>
Celebrating differences	Celebrating differences	Celebrating differences	Celebrating differences	Celebrating differences	Celebrating differences	Celebrating differences
<p>I know we are all different but the same in some ways</p> <p>I can tell you how to be a kind friend</p> <p>I understand that being different makes us all special</p>	<p>I can tell you what bullying is</p> <p>I know how to make new friends</p> <p>I can tell you some ways I am different from my friends</p>	<p>I understand that bullying is sometimes about difference</p> <p>I know how to make new friends</p> <p>I can tell you some ways I am different from my friends</p>	<p>I know what it means to be a witness to bullying</p> <p>I recognise that some words are used in hurtful ways</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>I can identify what is special about me and value the ways in which I am unique</p> <p>I can tell you a time when my first impression of someone changed when I got to know them</p>	<p>I understand what racism is</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I can enjoy the experience of a culture other than my own</p>	<p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p>

Dreams and Goals

PSHE - Intent

PSHE Education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

<i>By the end of Reception</i>	<i>By the end of Year 1</i>	<i>By the end of Year 2</i>	<i>By the end of Year 3</i>	<i>By the end of Year 4</i>	<i>By the end of Year 5</i>	<i>By the end of Year 6</i>
Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals
<p>I can use kind words to encourage people</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I can set a goal and work out how to achieve it</p> <p>I can tackle a new challenge and understand this might stretch my learning</p> <p>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p>	<p>I can persevere even when I find tasks difficult</p> <p>I can recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>I know how to share success with other people</p>	<p>I can identify a dream/ambition that is important to me</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>I can evaluate my own learning process and identify how it can be better next time</p>	<p>I understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>I know how to make a new plan and set new goals even if I have been disappointed</p>	<p>I understand that I will need money to help me achieve some of my dreams</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p>	<p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I know what some people in my class like or admire about me and can accept their praise</p>

Healthy Me

PSHE - Intent

PSHE Education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

By the end of Reception	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<p>Healthy Me</p> <p>I understand how moving and resting are good for my body I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>I know how to help myself go to sleep and understand why sleep is good for me</p> <p>I know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>Healthy Me</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p>	<p>Healthy Me</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>I understand how medicines work in my body and how important it is to use them safely</p>	<p>Healthy Me</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can tell you my knowledge and attitude towards drug</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p>	<p>Healthy Me</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p>	<p>Healthy Me</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p>	<p>Healthy Me</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse</p>

Relationships

PSHE - Intent

PSHE Education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

By the end of Reception	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<p>Relationships</p> <p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I am starting to understand the impact of unkind words</p>	<p>Relationships</p> <p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify what being a good friend means to me</p> <p>I can tell you why I appreciate someone who is special to me</p>	<p>Relationships</p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p>	<p>Relationships</p> <p>I can identify the roles and responsibilities of each member of my family and reflect on the expectations for males and female</p> <p>I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p>	<p>Relationships</p> <p>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I no longer see</p> <p>I can explain different points of view on an animal rights issue</p>	<p>Relationships</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand how to stay safe when using technology to communicate with my friends</p>	<p>Relationships</p> <p>I can identify the most significant people to be in my life so far</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p>

Changes

PSHE - Intent

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

By the end of Reception	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<p>Changes:</p> <p>I can name the basic parts of the body. Arm,, leg etc</p> <p>I understand that we all grow from babies to adult</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p>	<p>Changes:</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I can tell you about changes that have happened in my life</p>	<p>Changes:</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I understand there are different types</p>	<p>Changes:</p> <p>I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can identify how boys' and girls'</p>	<p>changes:</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I can identify changes that have</p>	<p>changes:</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people</p>	<p>Changes:</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can ask the questions I need answered about changes during puberty</p> <p>I can describe how a baby develops from conception through the nine months of</p>

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		<p>of touch and can tell you which ones I like and don't like</p>	<p>bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p>	<p>been and may continue to be outside of my control that I learnt to accept</p>	<p>need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>	<p>pregnancy, and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of the relationship</p>
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APPENDIX 4 – RHE LINKED WITH OTHER NATIONAL CURRICULUM AREAS

Highlighted colours in each row indicated where the Relationships and Health education statements link with other subjects and years groups. For example the yellow highlight in the box below ‘protection and care for children and other family members’ links to y2 habitats about basic needs and y4 environments. Colours are not subject specific and simply show the links across each row in the table.

Primary RHE, science, computing, DT and PE

Relationships Education	Science NC links	PE NC links	Computing NC links
<p>Families and people who care for me</p> <p>Pupils should know</p> <ul style="list-style-type: none"> 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 marriage² 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. 	<p>Living things and their habitats</p> <p>Y2</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Y4</p> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>N/A</p>	<p>N/A</p>
<p>Caring friendships</p> <p>Pupils should know</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

	<ul style="list-style-type: none"> 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	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	N/A	N/A	N/A
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	N/A	N/A	<p>KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p>

	<ul style="list-style-type: none"> • how information and data is shared and used online. 			<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources. 			<p>KS1</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Primary Physical Health and Mental wellbeing

		Science	PE and DT	Computing
Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	<p>Animals including Humans</p> <p>Y2</p> <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Y6</p>	<p>PE</p> <p>KS1</p> <ul style="list-style-type: none"> • be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 	<p>KS1</p> <ul style="list-style-type: none"> • identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p>

	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>KS2</p> <ul style="list-style-type: none"> • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 	<ul style="list-style-type: none"> • recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	<p>N/A</p>	<p>N/A</p>	<p>KS1</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide

	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 			<p>Web, and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Animals and Humans</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>PE – support statements but not specifically linked</p> <p>KS1</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>KS2</p> <ul style="list-style-type: none"> • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	N/A

Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Animals and Humans</p> <p>Y1 identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>DT – cooking and nutrition</p> <p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<p>N/A</p>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>N/A</p>	<p>N/A</p>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<p>Animals and humans</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>N/A</p>	<p>N/A</p>

	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. 	<p>Y4 identify the different types of teeth in humans and their simple functions</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>		
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	N/A	N/A	N/A
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Animals, including humans</p> <p>Y5 describe the changes as humans develop to old age.</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A

Appendix 5 – Opportunities to apply taught skills across the curriculum in each year group.

Embedding RHE across the curriculum and further application of taught skills



Base	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oak Base	<p>Introduction to school life and expectations, class charter (rights)</p> <p>Mental well-being: Forest Schools (all years)</p>	<p>Amazing Me! Focus on families and celebrations, recognising why we are unique and features of our families.</p> <p>Shoe box appeal</p>	<p>Getting to know the Bournemouth and Poole community</p>	<p>People who help us</p>	<p>Queen's Jubilee - celebrating British culture and discussing special events without own families.</p>	<p>Looking at Commonwealth countries and compare (Commonwealth Games) to develop respect for cultures</p> <p>Basic first aid</p>
Holly Base	<p>What's hiding in there?</p> <p>Mental well-being. The benefits of being outside (Forest Schools). Self-care techniques. Holly 2 fire service.</p>	<p>Shoe box appeal</p> <p>Mental well-being strategies</p> <p>Water wise workshop</p>	<p>Fire service to Holly 1. Holly 2 to revisit from A1.</p> <p>Mental well-being strategies</p>	<p>Mental well-being strategies</p> <p>Street Smart <u>safewise</u> unit</p>	<p>SANG planting trees (community project) - we will walk there so practice using the pelican crossing.</p> <p>Mental well-being strategies</p>	<p>Beach safety (<u>safewise</u>) application during trip to the beach.</p> <p>Mental well-being strategies</p> <p>Basic first aid</p>

<p>Willow Base</p>		<p>Shoe box appeal</p> <p>W2 - <u>safewise</u> unit - splash the cash linked to making games</p>	<p>Making informed choices on food, exercise and lifestyles - linked to science</p>	<p>Community project</p> <p>W1 - guerrilla planting</p> <p>W2 - creating art for a local home</p>	<p>W1 - <u>safewise</u> unit - beach masters - apply on Kimmeridge visit.</p>	<p>Understanding of differences and similarities between people - link to geography</p> <p>Basic first aid</p>
<p>Maple Base</p>		<p>Shoe box appeal</p> <p>Water wise workshop</p> <p>M1 - Mind matters - <u>safewise</u> unit.</p>	<p>M2 - Cool or fool <u>safewise</u> unit</p>	<p>Do all things begin and end?</p> <p>Recycling project</p>	<p>M2- Live wire <u>safewise</u> unit.</p>	<p>Basic first aid</p> <p>M2- first aid series of lessons.</p>