

## Shincliffe CE Primary School PSHE and RSE Programme

Year	Health and Wellbeing - Autumn	Relationships - Spring	Living in the Wider World - Summer
<b>Reception</b>	<ul style="list-style-type: none"> <li>• The importance of and how to maintain personal hygiene.</li> <li>• About growing and changing and new opportunities and responsibilities that increasing independence may bring.</li> <li>• To recognise that they share a responsibility for keeping themselves and other safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</li> <li>• The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</li> <li>• What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> </ul>	<ul style="list-style-type: none"> <li>• To identify their special people (family, friends, carers), and what makes them special and how special people should care for one another.</li> <li>• To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li> <li>• To recognise how their behaviour affects other people.</li> <li>• The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</li> </ul>	<ul style="list-style-type: none"> <li>• That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</li> <li>• That they belong to various groups and communities such as family and school.</li> <li>• To help construct, and agree to follow, group and class rules and to understand how these rules help them.</li> <li>• How to contribute to the life of the classroom.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• About the process of growing from young to old and how people's needs change.</li> <li>• About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</li> <li>• Rules for and ways of keeping safe on the roads</li> <li>• Introduction to mental health. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</li> <li>• What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> </ul>	<ul style="list-style-type: none"> <li>• To communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>• To identify and respect the differences and similarities between people.</li> <li>• To recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>• To recognise and challenge stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• What improves and harms their local, natural and built environments and about some of the ways people look after them.</li> <li>• To explore the positive and negative impact of our actions on the planet</li> <li>• To explore to value of democracy</li> </ul>

	<ul style="list-style-type: none"> <li>• Know how to make a clear and efficient call to emergency services if necessary</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> </ul>		
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</li> <li>• That household products, including medicines, can be harmful if not used properly.</li> <li>• To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</li> <li>• What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> </ul>	<ul style="list-style-type: none"> <li>• That there are different types of teasing and bullying, that these are wrong and unacceptable.</li> <li>• That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</li> <li>• How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</li> <li>• To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</li> </ul>	<ul style="list-style-type: none"> <li>• About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.</li> <li>• That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> <li>• To explore the value of rule of law</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. (Covered in Science lessons in Spring1)</li> <li>• That bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> <li>• School rules about health and safety, basic emergency aid procedures, where and how to get help.</li> <li>• The importance of protecting personal information, including passwords, addresses and images of themselves and others.</li> <li>• Know how to make a clear and efficient call to emergency services if necessary</li> <li>• To explore and use the 'zones of regulation'</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and respond appropriately to a wider range of feelings in others.</li> <li>• The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.'</li> <li>• To recognise what constitutes a positive, healthy relationship.</li> <li>• That their actions affect themselves and others.</li> <li>• To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>• How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</li> </ul>	<ul style="list-style-type: none"> <li>• To think about the lives of people living in other places, and people with different values and customs.</li> <li>• That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</li> <li>• To explore the value of individual liberty</li> </ul>

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• What is meant by the term ‘habit’ and why habits can be hard to change.</li> <li>• To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this an opportunity to build resilience.</li> <li>• To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>• To explore and use the ‘zones of regulation’</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and challenge stereotypes.</li> <li>• To recognise and manage ‘dares’.</li> <li>• That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</li> <li>• That marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves.</li> <li>• That two people who love and care for one another, can be in a committed relationship and not be married and in a civil partnership.</li> <li>• That forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage and to know how to get support for themselves or others.</li> </ul>	<ul style="list-style-type: none"> <li>• About the role money plays in their own and others’ lives</li> <li>• To explore budgeting – looking at the differences between needs and wants.</li> <li>• To explore the causes and effects of climate change</li> <li>• To explore the value of mutual respect</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Which, why and how, commonly available substances and drugs (including alcohol, tobacco and energy drinks) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</li> <li>• What positively and negatively affects their physical, mental and emotional health (including the media).</li> <li>• To use basic first aid procedures</li> <li>• Know how to make a clear and efficient call to emergency services if necessary</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle</li> <li>• To explore and use the ‘zones of regulation’</li> </ul>	<ul style="list-style-type: none"> <li>• To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view.</li> <li>• To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even</li> </ul>	<ul style="list-style-type: none"> <li>• To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT).</li> <li>• How to manage their money and about being a critical consumer</li> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>• To understand that their basic human rights shared by all peoples in all societies and that children have their own special rights set out in their United Nations declaration of the rights of the child.</li> <li>• That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</li> <li>• To explore the value of tolerance</li> </ul>

		strengthened, and that resorting to violence is never right	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle.'</li> <li>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle</li> <li>To explore and use the 'zones of regulation'</li> <li>The facts and science relating to immunisation and vaccination.</li> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>How their body will and their emotions may change as they approach and move through puberty. <b>COVERED IN SUMMER TERM</b></li> <li>About human reproduction. <b>COVERED IN SUMMER TERM</b></li> <li>Rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets.) <b>COVERED BY SAFETY CAROUSEL SUMMER TERM</b></li> </ul>	<ul style="list-style-type: none"> <li>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help).</li> <li>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010).</li> <li>To know where to seek advice or help and where and how to report concerns</li> <li>To explore how relationships change as we get older (Secondary transition link)</li> </ul>	<ul style="list-style-type: none"> <li>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night, etc).</li> <li>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</li> <li>To explore the concept of democracy and gain an understanding of the politics of the United Kingdom</li> <li>To explore career aspirations</li> <li>About enterprise and the skills that make someone 'enterprising'. (Virgin Money £5 project)</li> </ul>

## **Appendix 5**

### **Outline of Sex education**

Sex Education, aside from what is taught through the National Curriculum for Science, is only taught in Year 6. The content of Sex Education in Year 6 is planned for, and based around, preparing our children for the statutory Sex Education objectives which will be taught in secondary schools, as outlined in the statutory government guidance (2019).

#### **Year 6**

Exploring the human life-cycle

The main external parts of the male and female bodies and their functions

Puberty and how it affects both males and females

How a baby is conceived and born