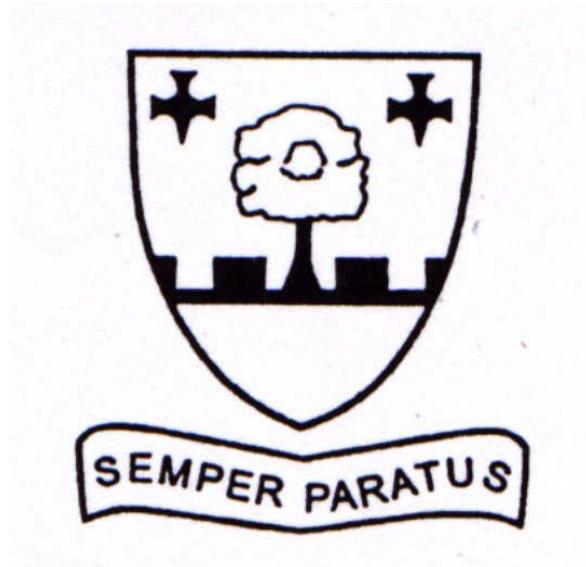


ELMWOOD JUNIOR SCHOOL



PSHE Policy Including RSE



Issue 7

Approved by:

Curriculum
Committee

Date: 08.06.22

Signed on behalf of
Curriculum Committee:

A handwritten signature in black ink, appearing to be 'C. S.', is written over a white rectangular background.

Date: 08.06.22

Next review:

12 Months

PSHE (Personal, Social, Health Education) Policy

(including Relationships Education, Health Education and Sex Education)

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed: "PSHE remains an important and necessary part of all pupils' education.

At Elmwood Junior School PSHE is taught through the 'JIGSAW' scheme for PSHE. We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

This Jigsaw PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2018) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Rights Respecting

Elmwood Junior school received the Rights Respecting School Gold Award (RRSA) in the 2018/19 academic year. Our school has chosen five rights from the UN Convention on the Rights of the Child that we strive towards. These are stated below:

1. The right to be heard
2. The right to a childhood

3. The right to be educated
4. The right to be treated fairly
5. The right to be healthy

However, through PSHE sessions the following articles as stated in the UN Convention on the Rights of the Child are also relevant:

1. Article 2 – non-discrimination
2. Article 3- best interests of the child
3. Article 6- life, survival and development
4. Article 12- respect the views of the child
5. Article 13- freedom of expression
6. Article 16- right to privacy
7. Article 19- protection
8. Article 24- health and health services
9. Article 28- right to education
10. Article 29- goals of education
11. Article 31- leisure, play and culture
12. Article 37- inhumane treatment and detention
13. Article 39- recovery from trauma and reintegration

Aim of the Jigsaw PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Here, at Elmwood we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; these themes repeat and deepen in content each year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Elmwood we allocate a lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

The teaching of relationships education

Children will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, children will be taught how to take turns, how to treat each other with kindness, how to show consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Learning will reflect the fact that families can take many forms, and will be sensitive to the varied backgrounds that children may come from and the lifestyles they may have (for instance if they are in foster care or are young carers). Teachers will take care that children are not stigmatised due to their home circumstances.

Children will also learn about the differences between appropriate and inappropriate or unsafe contact, whether this is physical or online. This is a foundation for later learning about consent, which will take place at secondary school. Children will learn about positive emotional wellbeing, as well as how to recognise when they are at risk of abuse and exploitation. We will ensure that children know how to seek help if they feel they need to.

Respect is taught in a way that young children will understand, in terms of learning about boundaries with regards to sharing space, toys, books and so on.

Relationships education will reflect the way that many children spend time online. They will learn about how to recognise unsafe behaviours online, such as the sharing of images or responding to contact from other people.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover '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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

The teaching of health education

Health education aims to teach children to understand physical and emotional wellbeing so they can make good decisions about their health. It will allow them to recognise what is normal for them and when to seek help. Children will learn how physical and emotional health are linked and can affect each other.

Children will learn about ways to develop their self-control and their abilities to make decisions. They will be taught about ways to respond positively to setbacks or challenges. They will also be helped to overcome prejudice and stigma around health issues, especially those connected with mental health.

Children will learn about menstruation, and girls will be helped to prepare for the beginning of their periods.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

The teaching of sex education

Sex education at primary school teaches children basic scientific facts about how humans and other animals grow and reproduce.

Sex education* is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.”

**Aspects of sex education are covered in the context of learning about lifecycles (in science).*

Sex education ‘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’.

The government recommends children should understand the facts about human reproduction before they leave primary school so we teach this separately to girls and boys, following the Jigsaw guidance as part of the Summer 2 unit Changing Me.

Parents’ right to request their child be excused from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Elmwood, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 3 (Conception, birth)

The school will inform parents of this right by a letter sent home, prior to the Changing Me unit being taught.

Links to other Policies

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2020) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2016) which includes a section for schools. RSHE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equality Policy
- Online Safety Policy
- Inclusion Policy
- Religious Education Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and Schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

Other areas of PSHE around the school

Clear expectations and rules are communicated to the children for them to follow around the school and in the playgrounds. At the start of the academic year, all classes work together as a unit to devise a ‘classroom charter’ which all children and adults are expected to abide by. The Rights Respecting Ambassador from each class has also helped to devise a playground charter which sets out what adults and children must do to ensure that playtimes are fun and safe. Both the classroom and playground charter are constructed using language as directed by the rights in the UN Convention on the rights of the child.

Elmwood Junior School also has children who are elected to be Junior Travel Ambassadors (JTAs). These children, with support from school staff, are responsible for educating other children on road safety issues.

All classes have ‘worry boxes’ where children are able to write down their worries confidentially. Class teachers will check these boxes daily and ensure that any worries are dealt with in a sensitive manner.

Children know that they will be supported in resolving their problem and worries either individually or in a group or class situation, whichever is appropriate to the situation. The DSL ensures that children have an awareness of Childline and the service they provide, in addition to this, Childline posters are put up around the school for children to see, displaying the phone number, should children need to use it.

Workshops and assemblies will be arranged at various times during the year in order to educate children in topics related to PSHE e.g. PREVENT workshops to years 5 and 6, NSPCC 'speak out, stay safe' assembly to the whole school. TFL also deliver a range of workshops to educate Year 6 children on travelling safely to and from school and to prepare them for a safe transition into secondary school.

Children feel secure in school and are open and able to talk to all school staff, in particular class teachers and teaching assistants. Children requiring additional support are referred, via the DSL or SENCO, to the ELSA or Play and Art Therapist commissioned on five days a week from 'Croydon Drop In'.



Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

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. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (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). • R6 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>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 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 • R11 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 and advice from others, if needed 	
Respectful relationships	<ul style="list-style-type: none"> • R12 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 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 • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships

	<ul style="list-style-type: none"> • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<ul style="list-style-type: none"> • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 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. • H3 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 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 well-being or ability to control their emotions (including issues arising online). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • H10 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	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 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. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 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. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • H23 the principles of planning and preparing a range of healthy meals. • H24 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). 	<ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

End of Guidance Appendix 1



The mindful approach to PSHE

Jigsaw 3-11 and Statutory Relationships and Health Education

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage.

The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome.



Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability		1			1	5						1,2
	(R2) 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		1			1	5				6		1,2
	(R3) 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		1			1	5						1,2
	(R4) 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		1			1	5				6		1,2
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		2										
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		2									1,2	



Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	1	6			2				1	4	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1				2				1,2,5	4,5	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1	5			2				5	4-6	
	(R10) 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		5			2				2,5	4	
	(R11) 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		3,4			3			2	2,3	1,2,5,6	4



Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) 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	2	5,6	1		2		2,3	2	3	5,6	4-6	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	3	5	6		6		5	1,2		1,2,5	4,5	
	(R14) the conventions of courtesy and manners	5,6	5	5				2,4		5	6	4,5	
	(R15) the importance of self-respect and how this links to their own happiness		6	5	6				5,6		6		
	(R16) 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	3	5,6			6		3	5,6	6	5,6	4-6	
	(R17) 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		3-5			3			3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		5			1	5						
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults	5,6				2		4			2,6	4,6	



Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not		5		5	3		2		2,5		
	(R21) 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	4	5		5	3		2		2		
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				4,5	3		2,3		2,6		
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		5		4,5	3						
	(R24) how information and data is shared and used online				4,5	3						



Relationships Education By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3		5	2		2,5,6	4,5	
	(R26) 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				4,5	3							2,3
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact						4						1
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				4,5								
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult				4,5					5			
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		4		4,5				4		3,4		
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		3,4		4,5				3		3,4		
	(R32) where to get advice e.g. family, school and/or other sources	2	4		4,5	3			3		3-5	4	



Physical Health and Mental Wellbeing		Year 3 - Ages 7-8					Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits				4,5	3						
	(H12) 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					3						
	(H13) 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		5			3			3			
	(H14) why social media, some computer games and online gaming, for example, are age restricted					3						
	(H15) 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		5			3						
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					3						
	(H17) where and how to report concerns and get support with issues online				3,4	3						



Physical Health and Mental Wellbeing		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1,2,6								
	(H19) 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				1,2,6								
	(H20) the risks associated with an inactive lifestyle (including obesity)				1,2								
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				3-5					3,4			

Physical Health and Mental Wellbeing		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				1,2								
	(H23) the principles of planning and preparing a range of healthy meals				1,2								
	(H24) 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)				1,2					4			



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				3						3,4		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body										3,4		
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (KS2)						Additional lesson on website (KS2)		
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				2								
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist												
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing												
	(H31) the facts and science relating to allergies, immunisation and vaccination												



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary				4								
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing a adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						3,4						2,3
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						3,4						3



Relationships Education		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary pupils should know:	(R1) that families are important for children growing up because they can give love, security and stability												3
	(R2) 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												
	(R3) 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							2					
	(R4) 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												3,4
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		3										
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed							5			3,4		4



Relationships Education By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends							5			3,4		4
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties											4	4
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		3,4									4	4
	(R10) 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		3,4									4	
	(R11) 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					2,6			3,4		3,4	5	



Relationships Education		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) 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	3,4	1,2	5,6	4	2-6		2-6	2,5	4			
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	4	6			1-6		4-6	5,6	4		4-6	4,5
	(R14) the conventions of courtesy and manners	3-6				2-6		4					
	(R15) the importance of self-respect and how this links to their own happiness	3	6	3	4,5	1	1		1	1	1,6	2	1,5
	(R16) 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	2	1	4	4	2,3			5,6	6	5,6		5
	(R17) 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		4			2			4			4	
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		1		4				2				
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults					2,3			3		6	4	4,5



Relationships Education		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					2-6						5	
	(R21) 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					2-6		3				5,6	
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them					2-6						5,6	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met					2-6						5,6	
	(R24) how information and data is shared and used online					2-6						5,6	



Relationships Education By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				4	2,3	1	4	3		3,4	4-6	
	(R26) 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					2,3	1				6	4-6	
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				4		1				1,6	1,2	1,5
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know											4-6	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3			2,3						5	
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		3		3	2			4		5,6	4	2
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		2		3	2			3,4		1-6	4	
	(R32) where to get advice e.g. family, school and/or other sources		3,4		3	2			3		1-6	1-6	2,3

Physical Health and Mental Wellbeing		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6	6	6				1,5,6	1,2	1,5
	(H2) 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	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H3) 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	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2		5,6	1	5,6	4	1	5	5,6	1-3	1,5,6
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				6	5	1				1,5,6	1,2	
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				6		1				1,5,6	1,2	1,5,6
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	5	3,4			1			1-3	4	1,5,6	1-3	1
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		4			2,3			4		2-4	4	
	(H9) 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)		3,4		3	2,3					1-6	1-4	1-6
	(H10) 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				4-6	2,3	1		1,2		1-6	1-3	1, 5,6



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits					2-6						5,6	
	(H12) 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.					2-6				5,6	5,6		
	(H13) 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					2-6			3,4			5,6	
	(H14) why social media, some computer games and online gaming, for example, are age restricted					2-6						5,6	
	(H15) 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					2-6						5,6	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					2-6						5,6	
	(H17) where and how to report concerns and get support with issues online					2-6			3,4		1-6	1-6	



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				6		1				1,5,6	1,2	
	(H19) 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				6						1,5,6		
	(H20) the risks associated with an inactive lifestyle (including obesity)				6						6		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				1-6						1,6	1,2	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)												
	(H23) the principles of planning and preparing a range of healthy meals												
	(H24) 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)				1,2						1,2		



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				1,2						2		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body												
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (KS2)					Additional lesson on website (KS2)			
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn					5				5,6			
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				Additional lesson on website (KS2)								
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing												
	(H31) the facts and science relating to allergies, immunisation and vaccination										1		



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary				3							
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries				3							

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						2-4						2
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						2						2,3