

PSHE Curriculum

PSHE Intent, Implementation and Impact

Our Community is inspired by our Christian values to enable all to flourish in mind, body, heart and spirit.
He set my feet upon a rock and gave me a firm place to stand. (Psalm 40 V.2)

Intent

All areas of our curriculum are underpinned by our Gospel values and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills are progressive as you move through the school. Knowledge is communicated to ensure coverage of the National curriculum and it is through this knowledge that children apply their skills.



Children at St Giles' and St George's leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set of Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences, which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St Giles' and St George's Personal, Social and Health Education (PSHE) learning journey is first and foremost to maximise the outcomes for every child by equipping them with the knowledge of how to make healthy choices, become independent and responsible members of society and to have the confidence to give their opinion on many moral, social and cultural issues that they may come across during their life. As a school, we strive to provide our children with many opportunities for them to learn about human rights and responsibilities, to appreciate what it means to be a member of our diverse society and to make a positive contribution to school life and the wider community.

Implementation

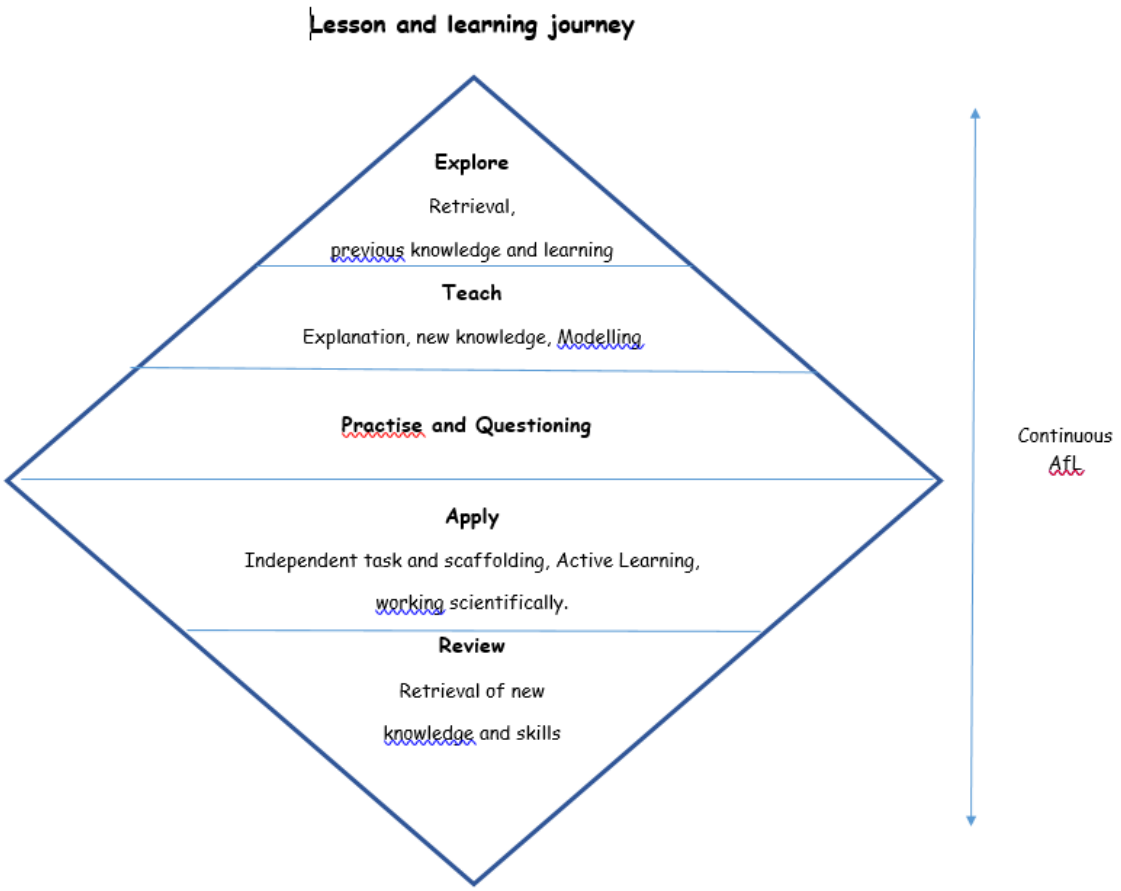
St Giles' and St George's PSHE Learning journey combines the aspects of Personal, Social and Health education. Throughout the journey from nursery to Year 6, we follow a spiral curriculum to ensure progression of knowledge and skills on 6 key topics which are each taught for a half-term. At the start of each half-term, an assembly will introduce the theme of each topic for the school.

The PSHE units focus on 6 key areas
- Being Me
- Celebrating Differences
- Dreams and Goals
- Healthy Me

• Relationships
• Changing Me

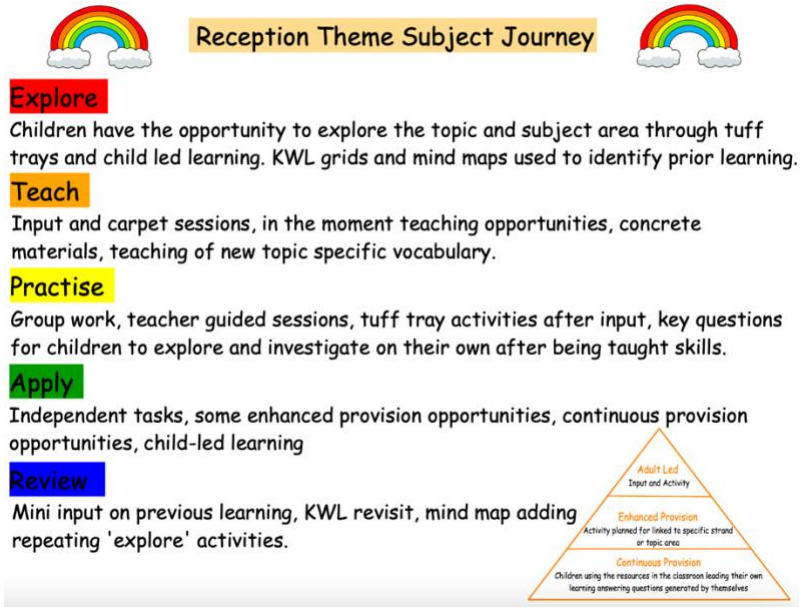
PSHE is taught for 1 hour each week, each new unit of learning is introduced through a mind map, or something similar, to **EXPLORE** the current knowledge and understanding that the children have of the topic. At this point, pupils are also asked what they would like to learn about within the broader topic. Children are then **TAUGHT** the key knowledge which will be shared during the unit in the form of a knowledge organiser. The knowledge organiser will be shared at the start and end of each lesson with key knowledge for each lesson highlighted. Following this, the Class Charter should also be shared and discussed with the children. During the lesson, children will have the opportunity to **PRACTISE** and **APPLY** this knowledge and skills. Activities are differentiated where appropriate and assessment and feedback will focus on misconceptions and next steps for learning. At the end of each unit of learning, children will **REVIEW** their initial mind map with new knowledge and understanding, this will feed into future planning. This lesson Journey is illustrated below.

In PSHE, work is recorded through the use of class floorbooks. This may be in the form of photographs, quotes from children, drawings, written work and show differentiation where appropriate.



EYFS

As part of Development Matters (2021), PSHE is taught in relation to the strand Personal, Social and emotional development. Children in EYFS have a PSHE lesson once per week, following the same units as the rest of the school. Lessons follow the whole school format where children take part in the **Explore – Teach – Practise – Apply – Review** cycle illustrated here. Children will also have the opportunity to practise and develop their PSED skills in the child-initiated continuous provision.



ELG	Communication and Language	Listening, Attention and Understanding	• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society.

PSHE is taught as part of the Personal, Social and Emotional Development area of the EYFS learning and development. Children in Reception have a PSHE lesson once per week, following the same units as the rest of the school. Where appropriate, lessons and unit will take the same form as the rest of the school: explore, teach, practise, apply and review. Children will also have the opportunity to practise and develop their PSED skills in the enhanced and child-initiated continuous provision. Evidence of PSHE lessons and other supporting evidence can be found on Evidence Me linked to the appropriate statement s and ELG.

Impact

In addition to the outcomes shown on our curriculum tree, the specific personal, social and health impact of the St Giles' and St George's PSHE Learning Journey is that children will have the ability to develop:

- Happy and positive relationships
- Empathy and compassion
- The confidence to make the most of their abilities
- Value and respect of diversity
- Respect for others' rights to their own values and beliefs
- Evaluation (and appropriate challenge) of the opinions and arguments of others
- Leadership and presentation skills
- Strategies for managing influence
- Enterprise skills and attributes
- Skills for employability (aspiration, communication, creativity, goal setting)
- Taking positive risks

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. In PSHE, there is no summative assessment.

RSE Intent, Implementation and Impact

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Intent

All areas of our curriculum are underpinned by our Gospel values and we ensure that our curriculum makes links to these values. At the heart of each subject, is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills are progressive as you move through the school. Knowledge is communicated to ensure coverage of the National curriculum and it is through this knowledge that children apply their skills.



Children at St Giles' and St George's leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences, which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St Giles' and St George's Relationships and Sex Education (RSE) learning journey is for children to develop positive relationships, that are fundamental to our ethos and being a happy, safe and caring school, prepare for the wider world beyond primary school: a world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they forge with those around them. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

Implementation

St Giles' and St George's RSE Learning journey combines the aspects of statutory relationship education and non-statutory sex education in a spiral based curriculum. RSE is taught as explicit lessons through the PSHE and science curriculums but it is also embedded in other areas of the curriculum and day to day life of the school. In Y1-Y6 PSHE, RSE is specifically covered in the PSHE units 'Relationships' and 'Changing Me' and in science 'Animals Including Humans' and 'Living Things and Their Habitats'. For children in Nursery and Reception, this unit will follow the guidance of the EYFS PSED prime area.

RSE is taught for 1 hour each week in the final summer half-term of each year. For identified lessons linked to puberty and human reproduction, children in mixed classes will be taught their correct age unit lessons. In KS2 classes, children will be taught separately as boys and girls, due to the sensitive content and so that the staff member is able to spend more time on specific topics, e.g. menstruation for girls. In these identified lessons, there will also be 2 members of staff in each room. This is so that one member of staff is able to teach the lesson and the second member of staff is able to facilitate and answer questions where they arise.

As with all PSHE units, each new unit of learning is introduced through a *'Know, Want, Learnt'* KWL grid to **EXPLORE** the current knowledge and understanding of the topic. At this point, pupils are also asked what they would like to learn about within the broader topic. Children are then **TAUGHT** the key knowledge which will be shared during the unit in the form of a knowledge organiser. The knowledge organiser will be shared at the start and end of each lesson with key knowledge for each lesson highlighted. Following this, the Class Charter should also be shared and discussed with the children. During the lesson, children will have the opportunity to **PRACTISE** and **APPLY** this knowledge and skills. Activities are differentiated where appropriate and assessment and feedback will focus on misconceptions and next steps for learning. At the end of each unit of learning, children **REVIEW** their initial KWL grid with new knowledge and understanding in the *Learnt* column, this will feed into future planning.

In PSHE, work is recorded through the use of class floorbooks. This may be in the form of photographs, quotes from children, drawings, written work and differentiation where appropriate.

Impact

In addition to the outcomes shown on our curriculum tree, the specific personal, social and health impact of the St Giles' and St George's RSE Learning Journey is that children will:

- Demonstrate confidence and awareness about sex and relationships in an independent and safe way
- Have a good understanding about safety and risks in relationships
- Be prepared for the physical and emotional changes they undergo during puberty
- Prepare learners for the challenges, opportunities, and responsibilities of adult life

We continuously assess the implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and sexual matters and a secure knowledge and skills base to navigate their way through these, now and in the future. This is carried out through staff voice and training, pupil voice, parent consultations of RSE materials and planning scrutinies by the RSE lead. Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. In PSHE, there is no summative assessment.

Adaptive Teaching

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
• Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Allow extra time	• Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time)	• Brain and movement breaks • Calmbrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies	• Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc) • Sloping board • Alternative methods of recording • Wobble cushions • Chew buddies • Pencil grips/sloping boards

Gospel Values

EYFS **Attentive and Discerning** To be considerate in the choices we make and how they could affect others. **Curious and Active** To be curious about the way our bodies change and to actively look after ourselves. **Loving and Compassionate** To show kindness to our friends. **Grateful and Generous** To be grateful for being a special human being that is unique. **Intentional and Prophetic** To plan to live a healthy life by eating the right foods and exercising. **Faith- filled and Hopeful** To be hopeful for the new year and what we can do.	**KS1** **Loving and Compassionate** To be kind, compassionate and loving to our friends and family. **Curious and Active** To be curious about the way our bodies change and to actively look after ourselves. **Intentional and Prophetic** To plan to live a healthy life by eating the right foods and exercising. **Learned and Wise** **Faith- filled and Hopeful** To be hopeful for the new year and what we can achieve. **Grateful and Generous** To be grateful to God for being a special human being that is unique. **Attentive and Discerning** To be considerate in the choices we make and how they could affect others.
LKS2 **Loving and Compassionate** To be kind, compassionate and loving to our friends and family. **Curious and Active** To be curious about the way our bodies change and to actively look after ourselves. **Intentional and Prophetic** To plan to live a healthy life by eating the right foods and exercising. **Learned and Wise** **Faith- filled and Hopeful** To be hopeful for the new year and what we can achieve. **Grateful and Generous** To be grateful to God for being a special human being that is unique. **Attentive and Discerning** To be considerate in the choices we make and how they could affect others.	**UKS2** **Loving and Compassionate** To be kind, compassionate and loving to our friends and family. **Curious and Active** To be curious about the way our bodies change and to actively look after ourselves. **Intentional and Prophetic** To plan to live a healthy life by eating the right foods and exercising. **Learned and Wise** **Faith- filled and Hopeful** To be hopeful for the new year and what we can achieve. **Grateful and Generous** To be grateful to God for being a special human being that is unique. **Attentive and Discerning** To be considerate in the choices we make and how they could affect others.

PSHE Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Being Me In My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
EYFS	What is your favourite season? Why? 	Why are people different? 	What is important to me? 	What do you do with your time after school? 	What makes a good friend? 	Is it ok to be sad? 
KS1 A	Do colours have different moods? What gives them these moods? 	Do I treat other people in the same way? 	What excites me about the future? 		Why do we fight and argue? NSPCC PANTS 	Who am I? 
KS1 B	Is it OK to sometime give up? 	How can I demonstrate compassion? 	If I try to succeed and fail, what have I learned? 	Why do people bully others? NSPCC Stay Safe Speak Out Workshops 	Should I treat my friends differently from others? 	Repeat NSPCC PANTS if needed.

LKS 2 B	What responsibilities do I have for others? 	What does it mean that 'beauty is in the eye of the beholder'? Maccas Project – Mental health Workshops 	What type of person do I want to be? 	What type of person do I want to be? 	What difference does being loved make? 	
LKS 2 A	What rights do I have? 	Will we ever live in a world without fighting? Maccas Project – Mental health Workshops 	How can we care for someone that we have never met? 	What do I deserve in life? 		Who should I look up to? 
UKS 2 A	Why isn't life always fair? 	Where does your identity come from? 	Will we ever succeed? NSPCC Stay Safe Speak Out Workshops 		Can you love something that is ugly? GLOW (Relationships without Fear) 	Is it better to please oneself, or others first? 
UKS 2 B	Is my understanding of self a selfish concept? 	Why do people have to suffer? 	Are my beliefs important? NSPCC Stay Safe Speak Out Workshops 	Does having more mean being happier? 	Is there such a. thing as a bad person? 	

Spirituality Questions
Enrichment Opportunities

PSHE Whole School Knowledge and skills Overview

Being Me in My World				
	EYFS	**KS1**	**LKS2**	**UKS2**
Knowledge	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations
Skills	Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings	Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively	Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions	Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model

Celebrating Difference				
	EYFS	**KS1**	**LKS2**	**UKS2**
Knowledge	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive
Skills	Recognise emotions when they or someone else is upset, frightened or angry Identify and use skills to make a friend Identify some ways they can be different and the same as others Identify and use skills to stand up for themselves	Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone's differences make them special and unique	Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different	Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens

Dreams and Goals				
	EYFS	**KS1**	**LKS2**	**UKS2**
Knowledge	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life
Skills	Understand that challenges can be difficult Resilience Recognise some of the feelings linked to perseverance Recognise how kind words can encourage people	Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group	Have a positive attitude Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is	Understand why it is important to stretch the boundaries of their current learning Be able to give praise and compliments to other people when they recognise that person's achievements Empathise with people who are suffering or living in difficult situations

Healthy Me				
	EYFS	**KS1**	**LKS2**	**UKS2**
Knowledge	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Exercise Fitness Challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep
Skills	Can explain what they need to do to stay healthy Recognise how exercise makes them feel Can give examples of healthy food Can explain what to do if a stranger approaches the.	Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Desire to make healthy lifestyle choices	Can identify the feelings that they have about their friends and different friendship groups Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive	Are motivated to care for their own physical and emotional health Suggest strategies someone could use to avoid being pressured Can use different strategies to manage stress and pressure

Relationships				
	EYFS	**KS1**	**LKS2**	**UKS2**
Knowledge	Belonging to a family Making friends/being a good friend. Physical contact preferences. People who help us Qualities as a friend and person. Self-acknowledgement Being a good friend to myself Celebrating special relationships	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen. Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families
Skills	Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely	Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can identify the negative feelings associated with keeping a worry secret Can identify who they trust in their own relationships	Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can suggest ways to manage relationship changes including how to negotiate	Recognise that people can get problems with their mental health and that it is nothing to be ashamed of. Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being

Changing Me				
	EYFS	**KS1**	**LKS2**	**UKS2**
Knowledge	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change. Transition	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education
Skills	Recognise that changing class can elicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify how they have changed from a baby	Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened	Can appreciate their own uniqueness and that of others Can express any concerns they have about puberty Have strategies for managing the emotions relating to change	Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to

National Curriculum Links

(Based on the Scheme of Learning from the PSHE Association)

	KS1	LKS2 / UKS2
Being Me in my World	**L1.** about what rules are, why they are needed, and why different rules are needed for different situations **L2.** how people and other living things have different needs; about the responsibilities of caring for them **L3.** about things they can do to help look after their environment **L4.** about the different groups they belong to **L5.** about the different roles and responsibilities people have in their community **L6.** to recognise the ways they are the same as, and different to, other people	**L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws **L2.** to recognise there are human rights, that are there to protect everyone **L3.** about the relationship between rights and responsibilities **L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others **L5.** ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) **L6.** about the different groups that make up their community; what living in a community means **L7.** to value the different contributions that people and groups make to the community **L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities **L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes **L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
Dreams and Goals	**L14.** that everyone has different strengths **L15.** that jobs help people to earn money to pay for things **L16.** different jobs that people they know or people who work in the community do **L17.** about some of the strengths and interests someone might need to do different jobs	**L25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes **L26.** that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life **L27.** about stereotypes in the workplace and that a person's career aspirations should not be limited by them **L28.** about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) **L29.** that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid **L30.** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation **L31.** to identify the kind of job that they might like to do when they are older **L32.** to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Healthy Me	**H1.** about what keeping healthy means; different ways to keep healthy **H2.** about foods that support good health and the risks of eating too much sugar **H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday **H4.** about why sleep is important and different ways to rest and relax **H5.** simple hygiene routines that can stop germs from spreading **H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy . **H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health **H8.** how to keep safe in the sun and protect skin from sun damage **H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV **H10.** about the people who help us to stay physically healthy.	**H1.** how to make informed decisions about health **H2.** about the elements of a balanced, healthy lifestyle **H3.** about choices that support a healthy lifestyle, and recognise what might influence these **H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle **H5.** about what good physical health means; how to recognise early signs of physical illness **H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. **H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle **H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn **H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it **H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

Relationships	**R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives **R2.** to identify the people who love and care for them and what they do to help them feel cared for **R3.** about different types of families including those that may be different to their own **R4.** to identify common features of family life **R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried **R6.** about how people make friends and what makes a good friendship **R7.** about how to recognise when they or someone else feels lonely and what to do **R8.** simple strategies to resolve arguments between friends positively **R9.** how to ask for help if a friendship is making them feel unhappy **R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online **R11.** about how people may feel if they experience hurtful behaviour or bullying **R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult **R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private **R14.** that sometimes people may behave differently online, including by pretending to be someone they are not **R15.** how to respond safely to adults they don't know **R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe **R17.** about knowing there are situations when they should ask for permission and also when their permission should be sought **R18.** about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) **R19.** basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe **R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	**R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) **R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different **R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong **R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others **R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart **R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another **R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability **R8.** to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty **R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice **R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing **R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships **R12.** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face **R13.** the importance of seeking support if feeling lonely or excluded **R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them **R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others **R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends **R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely **R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); **R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns **R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know **R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact **R26.** about seeking and giving permission (consent) in different situations **R27.** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

		R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this **R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online) **R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
Changing Me	**H21.** to recognise what makes them special **H22.** to recognise the ways in which we are all unique **H23.** to identify what they are good at, what they like and dislike **H24.** how to manage when finding things difficult **H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) **H26.** about growing and changing from young to old and how people's needs change **H27.** about preparing to move to a new class/year group	**H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) **H26.** that for some people gender identity does not correspond with their biological sex **H27.** to recognise their individuality and personal qualities **H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth **H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking **H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction **H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) **H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene **H33.** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for1 **H34.** about where to get more information, help and advice about growing and changing, especially about puberty **H35.** about the new opportunities and responsibilities that increasing independence may bring **H36.** strategies to manage transitions between classes and key stages

Appendix 1: RSE Curriculum map

The grid below shows specific learning intentions for each year group. These specific 6 lessons are taught in the Summer term and look at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with. The map below highlights the statutory and non-statutory elements of this curriculum. Parents have the right to remove their child from the non- statutory elements of this curriculum only

The Reception Curriculum:

Pieces	Learning Intentions
1. My Body	I can name parts of the body
2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy
3. Growing Up	I understand that we all grow from babies to adults
4. Fun and Fears Part 1	I can express how I feel about moving to Year 1
5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1
6. Celebration	I can share my memories of the best bits of this year in Reception

The Year 1 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
3. My Changing Body Statutory	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
4. Boys' and Girls' Bodies Statutory	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, vulva, anus	I respect my body and understand which parts are private
5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things
6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes

The Year 2 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
2. Growing from Young to Old Statutory	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
3. The Changing Me Statutory	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
4. Boys' and Girls' Bodies Statutory	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
5. Assertiveness Statutory	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this

Zoom

The Year 3 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. How Babies Grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals
2. Babies Statutory	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
3. Outside Body Changes Statutory	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
4. Inside Body Changes Statutory	I can identify how boys' and girls' 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	I recognise how I feel about these changes happening to me and know how to cope with these feelings
5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

The Year 4 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. How Babies Grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals
2. Having a Baby Non-statutory	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
3. Girls and Puberty Statutory	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	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
4. Inside Body Changes Statutory	I can identify how boys' and girls' 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	I recognise how I feel about these changes happening to me and know how to cope with these feelings
5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

The Year 5 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty for Girls Statutory	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
3. Puberty for boys Statutory	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
4. Conception Non-statutory	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
. Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
6. Looking Ahead 2	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

The Year 6 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty Statutory	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
3. Babies: Conception to Birth **Assessment Opportunity** ★ Non-statutory	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
4. Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
5. Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
6. The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know know how to prepare myself emotionally for the changes next year.