

Personal Development SRE/HE Curriculum 2023 - 2024



This document outlines the following:

Sex, Relationship, and Health Education Policy
PHSCE Curriculum Overview
PHSCE Curriculum Strands
PHSCE Curriculum Map

ASPIRE Federation
Kingswood Primary School
Leeds & Broomfield CE Primary School
Platts Heath Primary School
Ulcombe CE Primary School

PSHE Policy, May 2024

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

Leeds & Broomfield Church of England Primary School

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

*"As many hands build a house, so many hearts make a school."
(Matthew Ch 7 24-27)*

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

Ulcombe Church of England Primary School

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices (good or bad) is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in *their* wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

*"One body, many members, learning together surrounded by God's inclusive love."
(Corinthians 12:12-14)*

TRUST RESPECT HOPE ENDURANCE

Relationship Education and Health Education Programme Overview

ASPIRE's Relationship Education and Health Education Programme will help prepare pupils for the opportunities, experiences and responsibilities of adult life in different contexts by focusing on relationship education, leading a healthy lifestyle and promoting on-line safety and education. The scheme will also promote SMSC, mental and physical development of pupils, whilst embedding core values during their time at school and within society.

Definition of Relationship Education

Relationship Education and Health Education is compulsory for all pupils receiving primary education.

The scheme will present knowledge that will enable pupils to make informed decisions when faced with challenges of creating a successful and happy adult life, and aims to support them in developing the capacity to make positive decisions about their health and relationships, as well as their wellbeing in order to build their self-efficacy. Its aim is to teach pupils to put their knowledge into practice whereby they can develop their capacity to make sound decisions when faced with challenges, complex contexts and risks in their life. The programme of Relationship Education and Health Education will be imbedded within the curriculum areas/subjects to support young people to develop their resilience, knowing when and how to ask for help, as well as where to access support. This will focus on a complementary programme of study, where cross-linking themes are woven in a carefully sequenced way within specific subject areas of study; these are outlined below. Planning will ensure the scheme covers real life scenarios and contexts, rather than the delivery of stand-alone topics that are disjointed and segregated from real world situations. A pupil being able to apply their knowledge to their own life experiences is fundamental to the programme's success.

Coverage

The coverage of each area will be tailored and appropriate to the specific key stage of the pupils within each school. Teachers will deliver specific content that meets the need of the child and school context, to ensure support, development and effective coverage of both Relationship and Health Education is delivered. The content of the scheme will be sensitive and age appropriate, and will be accessible to all pupils across the federation; including those with SEND.

Church of England Schools

Both Church Schools within the federation will follow the guidance and scheme of the Diocese. The good understanding of pupils' faiths and backgrounds the schools have, as well as a positive relationship between each school and their local faith communities has constructively supported the design of the programme of study. The Relationship and Health Education curriculum will also reflect the law (including the Equality Act 2010), as it applies to relationships, enabling young people to clearly understand what the law allows and does not allow, and the wider implications of decisions they may make.

Areas of Study

The Relationship Education and Health Education Programme of Study will focus on the following areas:

- Relationship Education
- Health Education
- Mental and Physical Development
- Spiritual, Moral, Social, Cultural (SMSC)
- Internet Safety
- Equality and Diversity

The above areas will be taught across the PE, PSHE, ICT, Topic, Assembly/Worship areas of the daily curriculum and will be monitored and evaluated by Learning Walks, Pupil Voice and Work Scrutiny to gather evidence and establish continual, informed Actions of Development.

Relationship Education

In an ever-changing world, pupils need to understand from an early age how to interact and access the world around them safely and positively. By the end of primary school, pupils will have the knowledge of the following themes:

Families and people who care for me, Caring Friendships, Respectful Relationships, Online Relationships and Being Safe.

Health Education – physical and mental wellbeing

We as educators also need to ensure pupils start to know how to lead a healthy lifestyle, both physically and mentally so that this can then be developed further when pupils go on to secondary school. By the end of primary, pupils will have covered the following themes:

Internet Safety and Harms, Mental Wellbeing, Physical Health and Fitness, Healthy Eating, Drugs, alcohol and Tobacco, Health and Prevention and Changing Adolescent body.

Why is it compulsory?

As outlined above, Relationship Education and Health Education is compulsory for all pupils receiving primary education. All pupils receiving a primary education have the right to access knowledge and support on areas that will enable them to be well-rounded individuals; giving them the tools to make informed and sound decisions as they journey through primary into secondary education and beyond. Developing this knowledge, and the ability to apply it, is fundamental in giving them the opportunities to live a happy, safe and successful adult life.

Relationship Education and Health Education is the foundation of a pupil's learning, which needs to start early on at primary school level. Here, we will create the fundamental building blocks and characteristics of positive relationships, particularly referencing family relationships, relationships with other children and with adults. Our school values are taught early on so that positive relationships start with taking turns, treating others with kindness, consideration and respect, and the importance of honesty and truthfulness. Pupils will establish personal space and boundaries with friends and others, whilst understanding safe relationships; areas which are key to understanding other subjects that will be developed upon in secondary school.

The Right to Withdraw

Relationship and Health Education, as stated above, is compulsory in all Primary Schools. Sex Education is not compulsory in Primary Schools, therefore The ASPIRE Federation will only deliver the Relationship and Health Education part of the curriculum, outlined by the DfE. Due to the Federation omitting Sex Education across the four schools, there will not be an option for parents to withdraw their child from any part of the curriculum.

Aims of Scheme

ASPIRE's programme of study, through the tailored needs of each school's pupils, demographic and community within which it is placed, has been designed to seamlessly deliver a balanced curriculum which builds on each pupil's knowledge throughout their primary journey. This is achieved through everyday scenarios and experiences in order to equip them with a 'natural' resilience to challenges they may be faced now and in the future. Our aim is to ensure that every child's Relationship and Health Education knowledge is continuously developed; whereby teaching them how and when to apply it, and resulting in opportunities to live a happy, safe and successful adult life.

The PHSCE curriculum Overview

The PHSCE curriculum covers three main areas:

Living in the Wider World

Family, Friendships and Relationships

Health and Wellbeing

Within these three areas, the curriculum strands that ensure **SRE&MH, British Values, SMSC** are embedded.
There will be opportunities to plan for these areas of PHSCE within PE, Topic, Assemblies, Focus Days and stand-alone discussion time.

The PHSCE Curriculum Strands that crossover the three main areas above are as follows:

Living in the Wider World

Identity, society and equality

Careers, financial capability and economic wellbeing

Environment

Family, Friendships and Relationships

Sex and Relationship education

(Sex Education is not compulsory for Primary Schools, therefore at ASPIRE we will only be delivering the Relationship & Health Education programme)

Health and Wellbeing

Physical Health and Wellbeing

Mental health and emotional wellbeing

Keeping safe and managing risk

Drug, alcohol and tobacco education

Skills/Areas of Study – by Year Group

Mixed-age group classes are supported by specific mixed-age planning, where a 2-year cycle ensures curriculum coverage and year group specific content is taught alongside as stand-alone lessons. All lessons are mapped to the PSHE organisation’s programme of study - as follows:

YrR	Term 3	Term 4	Term 5	Term 6		Term 6
On-going Weekly	Talking classroom Online safety (H12)					
Theme	Living the wider world	Health and Well-being	Relationships	Living in the wider world	Relationships	Health and Well-being
Skills YR	<p>They know that other children don’t always enjoy the same things are sensitive to this.</p> <p>They know about the similarities and difference between themselves and others, and among families, communities and traditions.</p>	<p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>Know that other children don’t always enjoy the same things are sensitive to this.</p>	<p><i>Making relationships:</i> Children play co-operatively, taking turns with others.</p> <p>They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.</p> <p>They take account of one another’s ideas about how to organise their activity.</p>	<p>Children know about the similarities and differences in relation to places, objects, materials and living things.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>		<p>Show sensitivity to others needs and feelings, and from positive relationships with adults and other children.</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>
Opportunities Identified within the curriculum						

Yr1	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2
On-going	Talking classroom Online Safety					
Theme	Living in the wider world	Health and Wellbeing	Relationships	Living in the wider world	Relationships	Health and Well-being
Skills Y1	<p>How can they contribute to the life of the classroom and school</p> <p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>That they belong to different groups and communities such as family and school.</p>	<p>Recognise what they like and dislike.</p> <p>Importance of, and how to maintain personal hygiene.</p> <p>About good and not so good feelings, describe feelings and manage feelings.</p> <p>About people who look after them, family networks, who to go to if they are worried, attract attention.</p> <p>Road, cycle, rail, water, environment and fire safety.</p>	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>To recognise that their behaviour can affect other people</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>Ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>Ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>Informed choices that improve physical and emotional health.</p> <p>To think about themselves, learn from experiences, recognise and celebrate their strengths and set simple but challenging goals.</p> <p>Process of growing from young to old and how people's need change. Road, cycle, rail, water, environment and fire safety.</p> <p>What is meant by 'privacy' – right to keep things private, respecting others.</p>
Opportunities Identified within the curriculum						

Yr2	Term 3	Term 4	Term 5	Term 6		
On-going	Talking classroom Online Safety					
Theme	Living in the wider world	Health and Wellbeing	Relationships	Living in the wider world	Relationships	Health and Well-being
Skill Y2	<p><i>(Same as Yr 1) How can they contribute to the life of the classroom and school.</i></p> <p><i>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</i></p> <p>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>Recognise that choices can have good and not so good consequences.</p> <p>About change and loss and the associated feelings</p> <p>How some diseases can be spread and be controlled.</p> <p>Household products can be harmful including medicines if not used correctly.</p>	<p>To offer constructive support and feedback to others</p> <p>To identify and respect the differences and similarities between people</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p><i>(Same as Yr 1) To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</i></p> <p><i>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</i></p>	<p>What constitutes and how to maintain a healthy lifestyles (physical, rest, eating , dental health)</p> <p>Growing and changing – new responsibilities. Names for the main parts of the body including external genitalia. Similarities and differences between boys and girls. Ways that pupils can help people who look after them and protect them more easily.</p> <p>To recognise that they share a responsibility for keeping themselves and other safe – when to say yes, no, I'll tell and not to keep secrets.</p>
Opportunities Identified within the curriculum						

Yr3	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2
On-going	Talking Classroom To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (news wall/worship)					
Theme	Living the wider world	Health and Well-being	Relationship	Living in the wider world	Relationships	Health and Well-being
Skill Y3	<p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To differentiate between the terms risk, danger and hazard. School rules about Hand S, basic emergency aid, where and how to get help.</p>	<p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p>	<p>To consider the lives of people living in other places, and people with different values and customs</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p>	<p>That their actions affect themselves and others</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary</p> <p>Constructively challenge others' points of view to work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>About people who are responsible for helping them to stay safe and healthy; how they can help these people to keep them healthy and safe.</p>
Opportunities Identified within the curriculum						

Yr4	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2
On-going	Talking Classroom Online Safety H22 protecting personal information and images.					
Theme	Living the wider world	Health and Well-being	Relationship	Living in the wider world	Relationships	Health and Well-being
Skill Y4	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. What is meant the term 'habit' and why habits can be hard to change.</p>	<p>To recognise and challenge stereotypes</p> <p>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p>	<p>to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>	<p>That bacteria and viruses can affect health and that following simple routines can reduce the spread.</p> <p>To recognise when they need help, to develop skills to ask for help, use basic techniques to resist pressure to something dangerous or unhealthy that makes them feel uncomfortable.</p> <p>The responsible use of a mobile phone, safe keeping and safe habits – time limits, turning it off at night.</p>
Opportunities Identified within the curriculum						

Yr5	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2
On-going	Talking Classroom Online Safety – H22 protecting personal information and images.					
Theme	Living the wider world	Health and Well-being	Relationship	Living in the wider world	Relationships	Health and Well-being
Skill Y5	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>That these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p>	<p>What positively and negatively affects their physical, mental and emotional health.</p> <p>How to make informed choices and to begin to understand the concept of a 'balanced lifestyle'. How pressure to behave in unacceptable, unhealthy or risky ways can come from a range of sources including people and media (online)</p> <p>How to manage request for images of themselves and others; what is and is not appropriate to ask for and share; who to talk to if they feel uncomfortable or are concerned.</p>	<p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p><i>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</i></p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>To recognise and manage 'dares'</p> <p>To recognise and challenge stereotypes</p>	<p>To recognise how images in the media and online do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly including road use and to use this as an opportunity to build resilience.</p> <p>Strategies for keeping physically and emotionally safe including road safety – rail and water.</p>
Opportunities Identified within the curriculum						

Yr6	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2
On-going	Talking Classroom Online Safety – H22 protecting personal information and images.					
Theme	Living the wider world	Health and Well-being	Relationship	Living in the wider world	Relationships	Health and Well-being
Skill Y6	<p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p> <p>To explore and critique how the media present information</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Which, why and how, commonly available substances and drugs including alcohol, tobacco and energy drinks can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>	<p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>January</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>To consider the lives of people living in other places, and people with different values and customs</p> <p>To know that there are some cultural practices which are against British law and universal human rights, <i>such as female genital mutilation (FGM)</i></p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p>	<p>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>About change, including transitions, loss, separation, divorce and bereavement.</p> <p>How their body will, and their emotions may, change as they approach and move through puberty.</p> <p><i>(About human reproduction)</i></p> <p>About taking care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact – how to get support.</p>
Opportunities Identified within the curriculum						

Chestnut - YrR YrR/1	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3
On-going Weekly	Talking classroom Online safety (H12)					
Theme	Living the wider world	Health and Well-being	Relationships	Living in the wider world	Relationships	Health and Well-being
Skills YR	<p>They know that other children don't always enjoy the same things are sensitive to this.</p> <p>They know about the similarities and difference between themselves and others, and among families, communities and traditions.</p>	<p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>Know that other children don't always enjoy the same things are sensitive to this.</p>	<p><i>Making relationships:</i> Children play co-operatively, taking turns with others.</p> <p>They show sensitivity to others needs and feelings, and from positive relationships with adults and other children.</p>	<p>Children know about the similarities and differences in relation to places, objects, materials and living things.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	<p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others needs and feelings, and from positive relationships with adults and other children.</p>	<p>Show sensitivity to others needs and feelings, and from positive relationships with adults and other children.</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>
Skills Y1	<p>How can they contribute to the life of the classroom and school</p> <p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) That they belong to different groups and communities such as family and school</p>	<p>Recognise what they like and dislike.</p> <p>Importance of, and how to maintain personal hygiene.</p> <p>About good and not so good feelings, describe feelings and manage feelings.</p> <p>About people who look after them, family networks, who to go to if they are worried, attract attention.</p> <p>Road, cycle, rail, water, environment and fire safety.</p>	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>To recognise that their behaviour can affect other people</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>Ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>Ways in which we are the same as all other people; what we have in common with everyone else</p> <p>about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p>	<p>Informed choices that improve physical and emotional health.</p> <p>To think about themselves, learn from experiences, recognise and celebrate their strengths and set simple but challenging goals.</p> <p>Process of growing from young to old and how people's need change.</p> <p>What is meant by 'privacy' – right to keep things private, respecting others.</p>

Yr1/2	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3
On-going	Online Safety Talking classroom					
Theme	Living in the wider world	Health and Wellbeing	Relationships	Living in the wider world	Relationships	Health and Well-being
Skills Y1	<p>How can they contribute to the life of the classroom and school</p> <p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>Recognise what they like and dislike.</p> <p>Importance of, and how to maintain personal hygiene.</p> <p>About good and not so good feelings, describe feelings and manage feelings.</p> <p>About people who look after them, family networks, who to go to if they are worried, attract attention.</p>	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>To recognise that their behaviour can affect other people</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>Ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>Ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) that they belong to different groups and communities such as family and school</p>	<p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>Informed choices that improve physical and emotional health.</p> <p>To think about themselves, learn from experiences, recognise and celebrate their strengths and set simple but challenging goals.</p> <p>Process of growing from young to old and how people's need change. Road, cycle, rail, water, environment and fire safety. What is meant by 'privacy' – right to keep things private, respecting others.</p>
Skill Y2	<p><i>(Same as Yr1)</i> <i>How can they contribute to the life of the classroom and school</i></p> <p><i>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</i></p> <p><i>About the 'special people' who work in their community and who are responsible for looking after them and protecting</i></p>	<p>Recognise that choices can have good and not so good consequences.</p> <p>About change and loss and the associated feelings</p> <p>How some diseases can be spread and be controlled.</p> <p>Household products can be harmful</p>	<p>To offer constructive support and feedback to others</p> <p>To identify and respect the differences and similarities between people</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>To recognise when people are being unkind either to</p>	<p>What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>About the role money plays in their lives including how to keep it safe, choices about</p>	<p><i>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</i></p> <p><i>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</i></p>	<p>What constitutes and how to maintain a healthy lifestyles (physical, rest, eating , dental health)</p> <p>Growing and changing – new responsibilities.</p> <p>Names for the main parts of the body including external genitalia. Similarities and differences between boys and girls.</p> <p>Ways that pupils can help people who look after them</p>

	<p><i>them; how people contact those special people when they need their help, including dialling 999 in an emergency.</i></p>	<p>including medicines if not used correctly.</p>	<p>them or others, how to respond, who to tell and what to say</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>spending or saving money and what influences those choices</p>		<p>and protect them more easily.</p> <p>To recognise that they share a responsibility for keeping themselves and other safe – when to say yes, no, I'll tell and not to keep secrets.</p>
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Yr 2/3/4	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3
On-going	<p>Talking Classroom</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (news wall/worship)</p> <p>Online Safety H22 protecting personal information and images.</p> <p>What is meant by enterprise and begin to develop enterprise skills (Enterprise week)</p>					
Theme	Living the wider world	Health and Well-being	Relationship	Living in the wider world	Relationships	Health and Well-being
Year 2	<p>How can they contribute to the life of the classroom and school</p> <p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>Recognise that choices can have good and not so good consequences.</p> <p>About change and loss and the associated feelings</p> <p>How some diseases can be spread and be controlled.</p> <p>Household products can be harmful including medicines if not used correctly.</p>	<p>To offer constructive support and feedback to others</p> <p>To identify and respect the differences and similarities between people</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them)</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>What constitutes and how to maintain a healthy lifestyles (physical, rest, eating, dental health)</p> <p>Growing and changing – new responsibilities.</p> <p>Names for the main parts of the body including external genitalia. Similarities and differences between boys and girls.</p> <p>Ways that pupils can help people who look after them and protect them more easily.</p> <p>To recognise that they share a responsibility for keeping themselves and other safe – when to say yes, no, I'll tell and not to keep secrets.</p>
Year 3	<p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>That they have different kinds of</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p>	<p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	<p>To consider the lives of people living in other places, and people with different values and customs</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>That their actions affect themselves and others</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>About people who are responsible for helping them to stay safe and healthy; how they can help these people to keep them healthy and safe.</p>

	<p>responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>To differentiate between the terms risk, danger and hazard. School rules about Hand S, basic emergency aid, where and how to get help.</p>	<p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p>	<p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p>	<p>Constructively challenge others' points of view to work collaboratively towards shared goals .</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	
Year 4	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>What is meant the term 'habit' and why habits can be hard to change.</p>	<p>To recognise and challenge stereotypes</p> <p>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p>	<p><i>To consider the lives of people living in other places, and people with different values and customs</i></p> <p>What being part of a community means, and about the varied institutions that support communities locally and nationally</p>	<p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>That bacteria and viruses can affect health and that following simple routines can reduce the spread.</p> <p>To recognise when they need help, to develop skills to ask for help, use basic techniques to resist pressure to something dangerous or unhealthy that makes them feel uncomfortable.</p> <p>The responsible use of a mobile phone, safe keeping and safe habits – time limits, turning it off at night.</p>

Yr4/5/6	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3
On-going	Talking Classroom Online Safety H22 protecting personal information and images.					
Theme	Living the wider world	Health and Well-being	Relationship	Living in the wider world	Relationships	Health and Well-being
Year 4	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>What is meant the term 'habit' and why habits can be hard to change.</p>	<p>To recognise and challenge stereotypes</p> <p>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p>	<p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>	<p>That bacteria and viruses can affect health and that following simple routines can reduce the spread.</p> <p>To recognise when they need help, to develop skills to ask for help, use basic techniques to resist pressure to something dangerous or unhealthy that makes them feel uncomfortable.</p> <p>The responsible use of a mobile phone, safe keeping and safe habits – time limits, turning it off at night.</p>
Year 5	<p><i>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</i></p>	<p>What positively and negatively affects their physical, mental and emotional health. How to make informed choices and to begin to understand the concept of a 'balanced lifestyle'.</p>	<p>To recognise and manage 'dares'</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively</p>	<p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To recognise the role of voluntary, community and pressure groups, especially</p>	<p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected</p>	<p>To recognise how images in the media and online do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly including road use and to use this as an opportunity to build resilience.</p>

	<p>That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p>	<p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a range of sources including people and media (online).</p> <p>How to manage request for images of themselves and others; what is and is not appropriate to ask for and share; who to talk to if they feel uncomfortable or are concerned.</p>	<p>challenge others' points of view</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>in relation to health and wellbeing.</p>	<p>characteristics' in the Equality Act 2010).</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>To recognise and manage 'dares' to recognise and challenge stereotypes.</p>	<p>Strategies for keeping physically and emotionally safe including road safety – rail and water.</p>
Year 6	<p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p> <p>To explore and critique how the media present information</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Which, why and how, commonly available substances and drugs including alcohol, tobacco and energy drinks can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>	<p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) January</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>To consider the lives of people living in other places, and people with different values and customs</p> <p>To know that there are some cultural practices which are against British law and universal human rights, <i>such as female genital mutilation (FGM)</i></p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p>	<p>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>About change, including transitions, loss, separation, divorce and bereavement. How their body will, and their emotions may, change as they approach and move through puberty.</p> <p><i>About human reproduction</i></p> <p>About taking care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact – how to get support.</p>

Yr 5/6	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
On-going	Talking Classroom Online Safety – H22 protecting personal information and images.					
Theme	Living the wider world	Health and Well-being	Relationship	Living in the wider world	Relationships	Health and Well-being
Year 5	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>That these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p>	<p>What positively and negatively affects their physical, mental and emotional health.</p> <p>How to make informed choices and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a range of sources including people and media (online).</p> <p>How to manage request for images of themselves and others; what is and is not appropriate to ask for and share; who to talk to if they feel uncomfortable or are concerned.</p>	<p>To recognise and manage 'dares'</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>To recognise and challenge stereotypes</p>	<p>To recognise how images in the media and online do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly including road use and to use this as an opportunity to build resilience.</p> <p>Strategies for keeping physically and emotionally safe including road safety – rail and water.</p>
Year 6	<p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Which, why and how, commonly available substances and drugs including alcohol, tobacco and energy drinks can damage their immediate and future health</p>	<p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>To consider the lives of people living in other places, and people with different values and customs</p>	<p>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into</p>	<p>About change, including transitions, loss, separation, divorce and bereavement.</p> <p>How their body will, and their emotions may, change as they approach and move through puberty.</p> <p><i>About human reproduction</i></p> <p>About taking care of their body, understanding they have a right to</p>

	To explore and critique how the media present information	and safety; that some are restricted and some are illegal to own, use and give to others.	person, online and through social media) January	To know that there are some cultural practices which are against British law and universal human rights, such as <i>female genital mutilation (FGM)</i> To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)	marriage and to know how to get support for them self or others To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy	protect their body from inappropriate and unwanted contact – how to get support.
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Where classes are mixed Year Groups, areas do link nicely. For example; the content of Year 5 in a mixed Yr5/6 class will need to be taught to the whole class to ensure coverage. Mapping is carried out each Term 6 for the following September, as classes may change from year to year across the federation's schools - ensuring a revised curriculum coverage for each academic year.

The areas of study can be embedded into PE and Topic, as well as PHSCE discussions which cover the above themes/areas – as outlined in the curriculum Map below. The discussions can be followed by 'think and ink' activities, 'Thought Bubble Captures' or Artwork. These can be recorded any way the teacher wishes; display (could be a whole school display) or journal, but there is no expectation to evidence these discussions. The only expectation is that these discussions are generated on a weekly basis to cover the PHSCE/SRHE program of study, to ensure our pupils are ready to face an ever changing world.

Vocabulary is key to a child's understanding. Where this is related to 'The Changing Body', parents and carers will be sent out a vocabulary coverage list the term before, highlighting key words which will be taught, giving parents and carers the opportunity to have any conversations they wish to have prior to learning with their child/ren at home.

Whilst we plan each term week by week, some areas will take less discussion than others and can be covered in a couple of sessions, whereby you can move onto the next area sooner if needed. When this is the case, learning is consolidated at the end of the term, giving opportunities to deepen skills and knowledge, as well as giving children the opportunity to ask further questions to broaden understanding within a controlled, safe space.

Some SRE areas will need to be discussed with your Head of School, especially those teaching at our Church Schools. I have included them to give you the whole overview, but our policy states we will not be covering them all (Sexual Education).

Document History

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