

Shanklea Primary School

Relationships and Health Education Policy

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Signed by:

L.Ritson Headteacher Date: March 2026

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Statement of intent

At Shanklea Primary School our PSHE programme including RSE (Relationship and Sex Education) promotes the spiritual, moral, cultural, mental and physical development of all pupils, preparing them for the opportunities, responsibilities and experiences of later life.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

At Shanklea Primary, we understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Anti-bullying Policy
- Online Safety Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.

- Reviewing this policy on an annual basis.

The PSHE/ RSE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum using KAPOW.

For the purpose of this policy:

- **“Relationships education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **“Sex education”** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by organising a meeting with the headteacher.

4. Consultation with parents

Shanklea Primary understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will consult closely with parents when reviewing the content of the school's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be able to change the curriculum content, and all final decisions will be the school's to make.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

At Shanklea Primary, we consulted with parents about relationships and sex education in 2021. We will continue to work closely with parents in reviewing the sex education curriculum, and will inform them annually with regards to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are also consulted in the review of this policy, and are encouraged to provide their views at any time.

5. Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.

- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

6. Relationships education per year group

The school is free to determine, within the statutory curriculum content outlined in [section 5](#), what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

7. Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.

- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.

- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle

8. How is PHSE/ RHSE Taught at Shanklea?

The school is free to determine, within the statutory curriculum content outlined in [section 7](#), what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

At Shanklea Primary School, PSHE education, including Relationships Education is taught through Kapow; however we use the SCARF values of : safety, caring, achievement, relationships and friendship in everything we do. Please see **Appendix 1** for a detailed 2 year rolling program for all year groups .

PSHE/RSE lessons are taught once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education, PE etc

In addition, PSHE is developed through whole-school activities and events:

- The Anti Bullying Squad; the representatives meet regularly with Mrs Valentine.
- We offer residential visits in Key Stage 2: Year 4 have visited Dukeshouse Wood, Residential Centre in Hexham, Year 5 attended an outward bound

residential centre called Robinwood, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.

- Year 6 residential visit
- Themed days and weeks; our children take part in themed days, weeks and whole school events.
- Visiting speakers.
- A variety of clubs.
- Internet Safety Days
- Services –visiting school Fire/Police
- NSPCC speakers
- Operation Encompass
- Mini police

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the school website.

The Early Years Foundation Stage

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peacefully. **See Appendix 1.**

9. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we **do** teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum.

The age and development of pupils is always considered when delivering sex education.

The DfE statutory guidance states (p. 23) the following in relation to Sex Education:

"The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson, to help children understand how babies are conceived, particularly before they transition to secondary school to support the pupils' ongoing emotional and physical development effectively, as stated by the DfE. Condoms are also included in this lesson to help pupils understand that pregnancy can be avoided and does not always have to be a consequence of sexual intercourse.

We also believe this to be a safeguarding issue, as children starting secondary school will be mixing with 16 year olds and possibly 18 year olds who will legally be able to have sex – and so by providing sex education in Year 6 we are laying the foundations to further sex education in secondary school, as well as helping children to identify what sexual intercourse is and its potential consequences (pregnancy), and how to avoid it, should anyone be trying to coerce them to engage in sexual activity.

We define menstruation, wet dreams and masturbation (all parts of puberty) as falling within Health Education (under the Changing Adolescent Body section) not Sex Education, and therefore part of the statutory requirements. Naming parts of the body, including genitalia, comes under statutory Relationships Education, within the Being Safe unit; requirement number 7: 'How to report concerns or abuse, and the vocabulary and confidence to do so', It

also comes under National Curriculum Science where children are required to be able to name the external body parts and so is again statutory.

Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum. Sex education will be delivered through the science curriculum and the PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the RSE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

10. Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

11. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

12. Curriculum links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

How PSHE Education is monitored, evaluated and assessed at Shanklea Primary School?

At Shanklea Primary School, PSHE education is carefully monitored, evaluated and assessed to ensure it is effective, relevant and responsive to the needs of our pupils and school community.

Monitoring

PSHE is monitored through a range of strategies to ensure high-quality delivery and curriculum coverage. These include:

- Reviewing medium-term and long-term planning
- Lesson drop-ins
- Half-termly pupil voice
- Team feedback discussions
- Checking curriculum coverage and alignment
- Ensuring the curriculum meets the needs and context of our pupils and wider school community

This monitoring ensures consistency across year groups and confirms that statutory requirements are met.

Evaluation

Leaders evaluate the impact of PSHE by considering whether:

- Pupils are gaining knowledge appropriate to their age
- Pupils are developing key skills such as resilience, empathy and self-regulation
- Pupils feel safe, confident and supported
- Behaviour, safeguarding and wellbeing trends reflect positive outcomes

Evaluation focuses on both curriculum impact and wider personal development outcomes.

Assessing Impact

Leaders continuously monitor impact through:

- Reduction in behaviour incidents
- Improved attendance
- Positive attitudes to learning
- Evidence that shared school values influence children's decision-making

Assessment within lessons is primarily formative and may include teacher observation, discussion, reflection activities and pupil self-assessment. The emphasis is on understanding, skills development and application rather than formal testing.

13. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

14. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school

premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

15. Staff training

All staff members at the school will undergo training on an annual up-to-date with the relationship and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the RSHE/PHSE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

16. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

17. Monitoring quality

The PHSE/RSE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Lesson observations
- Learning walks
- Lesson planning scrutiny

The PSHE/RSE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

18. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RSHE subject leader and headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1

Appendix 1A: RSE & PHSE Statutory guidance mapping document

Introduction

This document shows which lessons give coverage of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education published by the Department for Education.

The final pages of the document show the Cross-curricular links within our PSHE and RSE scheme of work. The exact National curriculum statements covered can be found on the individual lesson plans. Where links are to a different year group, we have made that clear that the content is from a different year group in brackets.

This document was last updated on 17.01.23. Please check [here](#) for the most up to date version.

* NB. Lesson appears in the condensed curriculum

Related resources:

Please also see how our RSE & PSHE scheme of work maps to the PSHE Association programme of study with: [Mapping to the PSHE Association's Programme of study](#)

Copyright: While we encourage you to share this document within your school community, please ensure that it is only uploaded to your school website if it is password protected.

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that families are important for children growing up because they can give love, security and stability	Families and people who care for me	1*			1					
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		1*								
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them					2*			1*		
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up					1			1*		
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong					2*					
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed								1*		

*This lesson also appears in the Condensed Long-term plan

Pa

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that families are important for children growing up because they can give love, security and stability	Families and people who care for me									
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		3								
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them		1*, 7			5*	.				
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up										
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong					3*					
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed			8*		5*			6*		

*This lesson also appears in the Condensed Long-term plan

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how important friendships are in making us feel happy and secure, and how people choose and make friends	Caring friendships	2*, 4								
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		2*, 3, 4								
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		6			3					
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right								2*		
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed					4*			5*		

*This lesson also appears in the Condensed Long-term plan

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how important friendships are in making us feel happy and secure, and how people choose and make friends	Caring friendships				2*					
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		3			1					
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		2*								
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right					2*			5*		
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed										

*This lesson also appears in the Condensed Long-term plan

Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs							6*		
practical steps they can take in a range of different contexts to improve or support respectful relationships	3,5*			3			4		
the conventions of courtesy and manners				5*					
the importance of self-respect and how this links to their own happiness		2							
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority									
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help							3*		
what a stereotype is, and how stereotypes can be unfair, negative or destructive	7			7*			7*,8		
the importance of permission-seeking and giving in relationships with friends, peers and adults									

Respectful relationships

*This lesson also appears in the Condensed Long-term plan

Pupils should know:	Year 4			Year 5			Year 6		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	7								
practical steps they can take in a range of different contexts to improve or support respectful relationships							2*		
the conventions of courtesy and manners	1*								
the importance of self-respect and how this links to their own happiness		4		4*					
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority							1*		
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	4*			6*					
what a stereotype is, and how stereotypes can be unfair, negative or destructive	5, 6*			7, 8*			3, 4*		
the importance of permission-seeking and giving in relationships with friends, peers and adults	2*								3*

Respectful relationships

*This lesson also appears in the Condensed Long-term plan

Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that people sometimes behave differently online, including by pretending to be someone they are not						2*			
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous						2*			3
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them									4*
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.									
how information and data is shared and used online									

Online relationships

*This lesson also appears in the Condensed Long-term plan

Pupils should know:	Year 4			Year 5			Year 6		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that people sometimes behave differently online, including by pretending to be someone they are not									3*
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous									3*
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them						2*			
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.						1*			
how information and data is shared and used online			2*						

Online relationships

*This lesson also appears in the Condensed Long-term plan

Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).									
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe						3*			
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.			5*			4*			
how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know			1*, 2*, 3						
how to recognise and report feelings of being unsafe or feeling bad about any adult			2*			5*			
how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.	5*		1*, 2*, 3, 5	4*		2*, 3*	1*, 3*		
how to report concerns or abuse, and the vocabulary and confidence to do so						4*			
where to get advice from e.g. family, school and/or other sources						5*			

Being safe

*This lesson also appears in the Condensed Long-term plan

Pupils should know:	Year 4			Year 5			Year 6		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	2*								
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe			4*						
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.									
how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know									
how to recognise and report feelings of being unsafe or feeling bad about any adult			4*			2*			
how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.	4*, 8*	6*, 7	2*, 4*, 6*, 7*			2*, 3*, 4*	6*	4*, 8*	1*, 3*
how to report concerns or abuse, and the vocabulary and confidence to do so									
where to get advice from e.g. family, school and/or other sources									

Being safe

*This lesson also appears in the Condensed Long-term plan

Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that mental wellbeing is a normal part of daily life, in the same way as physical health.		4			3			2, 4, 5*	
that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.		1*		6*					
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.		1*		6*	1*				
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.									
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.					2				
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests .		4			3			1*, 2	
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.								3	

Mental wellbeing

*This lesson also appears in the Condensed Long-term plan

Pupils should know:	Year 4			Year 5			Year 6		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that mental wellbeing is a normal part of daily life, in the same way as physical health.		2, 3*, 5*			1, 3			2, 3*	
that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	8*	6*			5*		6*		
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	8*						6*		
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		6*			5*				
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.							3*		
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.		2, 5*			1			2, 3*	
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.									

Mental wellbeing

*This lesson also appears in the Condensed Long-term plan

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Mental wellbeing									4*
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).									3	
it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible										
that for most people the internet is an integral part of life and has many benefits.	Online safety and harms					1				4*
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.										
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.							2*			3

Pupils should know:	Year 4			Year 5			Year 6		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing									3*
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		7*						3*	
it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible		7*						3*	
that for most people the internet is an integral part of life and has many benefits.			2*						
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.								4*	
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.			2*			5			3*

Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
why social media, some computer games and online gaming, for example, are age restricted.									
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.									4*
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.									5
where and how to report concerns and get support with issues online.									4*, 5
the characteristics and mental and physical benefits of an active lifestyle.								1*	
the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.					2			1*	
the risks associated with an inactive lifestyle (including obesity).								1*	
how and when to seek support including which adults to speak to in school if they are worried about their health.									

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
why social media, some computer games and online gaming, for example, are age restricted.	Internet safety and harms			1*				4*		
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.						2*			3*	
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.				5					2	
where and how to report concerns and get support with issues online.				2*			2*			
the characteristics and mental and physical benefits of an active lifestyle.	Physical health and fitness							7		
the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.										
the risks associated with an inactive lifestyle (including obesity).								7		
how and when to seek support including which adults to speak to in school if they are worried about their health.								8*		

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what constitutes a healthy diet (including understanding calories, and nutritional content).	Healthy eating					6*			6*	
the principles of planning and preparing a range of healthy meals						6*				
the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Drugs, alcohol and tobacco					6*			6*	
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				6*			8*			6, 7*
how to make a clear and efficient call to emergency services if necessary	Basic first aid			4*						1*, 2
concepts of basic first-aid, for example dealing with common injuries, including head injuries										1*, 2

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what constitutes a healthy diet (including understanding calories, and nutritional content).	Healthy eating				6*					
the principles of planning and preparing a range of healthy meals					6*					
the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Drugs, alcohol and tobacco				6*		7			
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				8*		7*			1*	
how to make a clear and efficient call to emergency services if necessary	Basic first aid			3		6*			7, 8*	
concepts of basic first-aid, for example dealing with common injuries, including head injuries				3		6*			7, 8*	

Pupils should know:	Year 1			Year 2			Year 3		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.									
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer		6*							
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn		3*							
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist					7*			6*	
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing		5*							
the facts and science relating to allergies, immunisation and vaccination		7*							
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.									
about menstrual wellbeing including the key facts about the menstrual cycle.									

Health and prevention

Changing adolescent body

Pupils should know:	Year 4			Year 5			Year 6		
	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.								8*	
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer					7*				
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn					2*				
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist		1*							
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing								6*	
the facts and science relating to allergies, immunisation and vaccination								6*	
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.			6, 7*			3*, 4*, 5			4*
about menstrual wellbeing including the key facts about the menstrual cycle.						4*			5

Cross-curricular links - Key stage 1

National curriculum subjects	Kapow Primary topics Key stage 1 - Year 1				
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
English	Spoken language - Role-playing, collaborative conversations and problem solving together.	Reading inference - discussing how characters feel. Spoken language - building vocabulary around emotions. Writing - creating a book about those who keep us healthy.	Spoken language - considering how to communicate with adults, practising conversations, role-playing situations.		Spoken language - role playing a visit to a bank, asking relevant questions to a visitor. Writing - write a short story about how they got some money.
Maths	Statistics (Y2) - Venn diagrams for sorting.				Measurement (Money) - recognise the value of different coins and notes.
Science		Animals, including humans (Y2) - understanding the importance of rest, exercise and hygiene.	Animals, including humans (Y2) - considering what we should and should not put into our bodies.	Animals, including humans (Y2) - considering the needs of animals, babies and young children.	
Art and design	Drawing a portrait of family.				
D & T	Building a freestanding tower.				

Cross-curricular links - Key stage 1

National curriculum subjects	Kapow Primary topics Key stage 1 - Year 2				
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
English	<p>Reading - considering fictional families and comparing to their own, making inferences about characters' emotions.</p> <p>Spoken language - having collaborative conversations to solve problems, knowing when to use manners.</p>		<p>Spoken language - Role-playing crossing the road.</p>	<p>Writing - Writing a thank you letter, writing a brief description of a job, designing an information leaflet.</p> <p>Spoken language - giving a speech.</p>	
Maths					<p>Measurement - Recognising the value of different coins and notes, solving problems involving money.</p> <p>Statistics - interpreting and completing a simple table.</p>
Science		<p>Animals, including humans - to understand the benefits of exercise.</p>	<p>Animals, including humans (Y1) - naming the parts of the body including private parts.</p>		<p>Animals, including humans - knowing the difference between things we need to survive and things we want.</p>
Art and design			<p>Designing a road safety poster.</p>		
Computing			<p>Understanding what the internet is, online safety.</p>		
Music			<p>Listening to a road safety song carefully.</p>		

Cross-curricular links - Key stage 2

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 3				
	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
English	Spoken language - working collaboratively to solve problems, role-playing, developing listening skills. Writing - writing a comic book story.	Reading - recognising kenning poems and their structure, discussing a character from a story. Writing - writing a kenning poem about themselves.	Spoken language - role playing a call to 999 and scenarios.	Reading - retrieving information from a non-fiction text. Spoken language - taking part in collaborative decision making.	Spoken language - coming up with scenarios.
Maths					Measurement - budgeting money.
Science		Animals, including humans - learning what a balanced diet is and the benefits of good oral hygiene.			
Art and design	Designing an advert, considering colour.	Drawing themselves as a superhero.	Creating a collage.		
Computing		Using the internet to research.	Learning to be kind online, about cyberbullying and fake emails.		
Geography				Considering how recycling benefits the environment, land-use in the local area.	
PE		Carrying out yoga stretches.			

Cross-curricular links - Key stage 2

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 4				
	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
English	Reading -inferring characters' feelings and motives from their actions, exploring fictional characters, researching a person Spoken language - listening and speaking respectfully to adults role- playing how to speak to the bereaved.	Spoken language - Creating a rap, poem or advert about keeping teeth healthy, building vocabulary around emotions. Reading - considering the message of a story about growth mindset, considering characters' feelings. Writing - writing a job application	Spoken language - Holding a debate, having collaborative conversations	Spoken language -Role playing an MP surgery meeting.	
Maths					Solve number and practical problems - keeping track of money
Science		Animals, including humans -learning about how to keep teeth healthy	Animals, including humans (Y5) - learning about the changes that happen in puberty		
Art and design			Choosing their medium to create a self-portrait		
Computing	Discussing online friendships, using the internet to research		Learning about sharing online and search engines	Researching community groups	
Geography				Considering how reusing benefits the environment	

Cross-curricular links - Key stage 2

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 5				
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
English	Writing - writing a letter to a problem page, writing a response, writing a newspaper report. Reading - inferring characters' feelings. Spoken language - asking relevant questions.	Spoken language - preparing a video guide about a good night's sleep. Writing - writing a script for their video, writing a 'choose your destiny' story.		Spoken language - having a mock trial. Reading - summarising points when reading about people who have helped the community.	
Maths		Number and place value - attempting some maths problems to learn about resilience. Addition and subtraction - working out calories in a meal by adding.			Measurement - learning to track income and expenditure, devising a budget.
Science		Animals, including humans (Y6) - understanding what a healthy meal consists of.	Animals, including humans - describing the changes during puberty, learning about menstruation, learning about alcohol and drugs (Y6).		
Art and design	Decorating a shield creatively.				
Computing	Using the internet to research.		Considering online friendship, learning how to stay safe online.	Considering freedom of expression when online.	
Geography				Learning the importance of reducing the use of materials.	
History	Learning the history of marriage and how attitudes to gender have changed.				
PE		Practising yoga stretches.			

Cross-curricular links - Key stage 2

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 6					
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity
English	<p>Spoken language - creating a piece of media to encourage thinking about stereotypes.</p> <p>Writing - writing a guide to resolving conflict</p> <p>Reading - discussing a book about loss and grief.</p>	<p>Spoken language - acting in role as a doctor or nurse explaining why immunisation is important.</p>			<p>Writing - writing a story or newspaper article based on the story of Malala Yousafzai, writing a letter to a government minister.</p>	
Maths						
Science		<p>Animals, including humans - planning for a healthy lifestyle, identifying good and bad habits.</p>	<p>Animals, including humans - learning about the impact of alcohol and drugs (Y6), knowing some of the changes of puberty.</p>			
Computing		<p>Learning about the impact of screen time on our health.</p>	<p>Learning how to check if something online is true, knowing to treat people respectfully on social media.</p>	<p>Researching a person on the internet.</p>	<p>Learning some ways to use online banking safely.</p>	
Geography				<p>Considering the environmental impact of food imports/exports.</p>		
Music		<p>Listening to a song to prompt discussion.</p>				

Version history

This page shows recent updates that have been made to this document.

Date	Update
20.07.22	Cross curricular links added p.23-28
17.01.23	Lesson removed from p.3.

Appendix 1B RSE & PHSE progression of knowledge and skills – Subject leader overview EYFS – Y5/6 -mixed age



Introduction

An overview of the **skills** and **knowledge** covered in each year group and strand across the units of lessons.

This document was last updated on 04.04.24. Please check [here](#) for the most up to date version.

KEY

For skills and knowledge statements in this document please note:

Y1: This statement will be covered when the child is in Year 1.

Y2: this statement will be covered when the child is in Year 2.

Y1/Y2 (Cycle A): This statement will be covered during Cycle A which could be when the child is in Year 1 OR when they are in Year 2.

Y1/Y2 (Cycle B): This statement will be covered during Cycle B which could be when the child is in Year 1 OR when they are in Year 2.

Y1 & Y2 (Cycle A & B): this statement will be covered in both cycles and therefore the child will learn about it in BOTH Year 1 and Year 2.

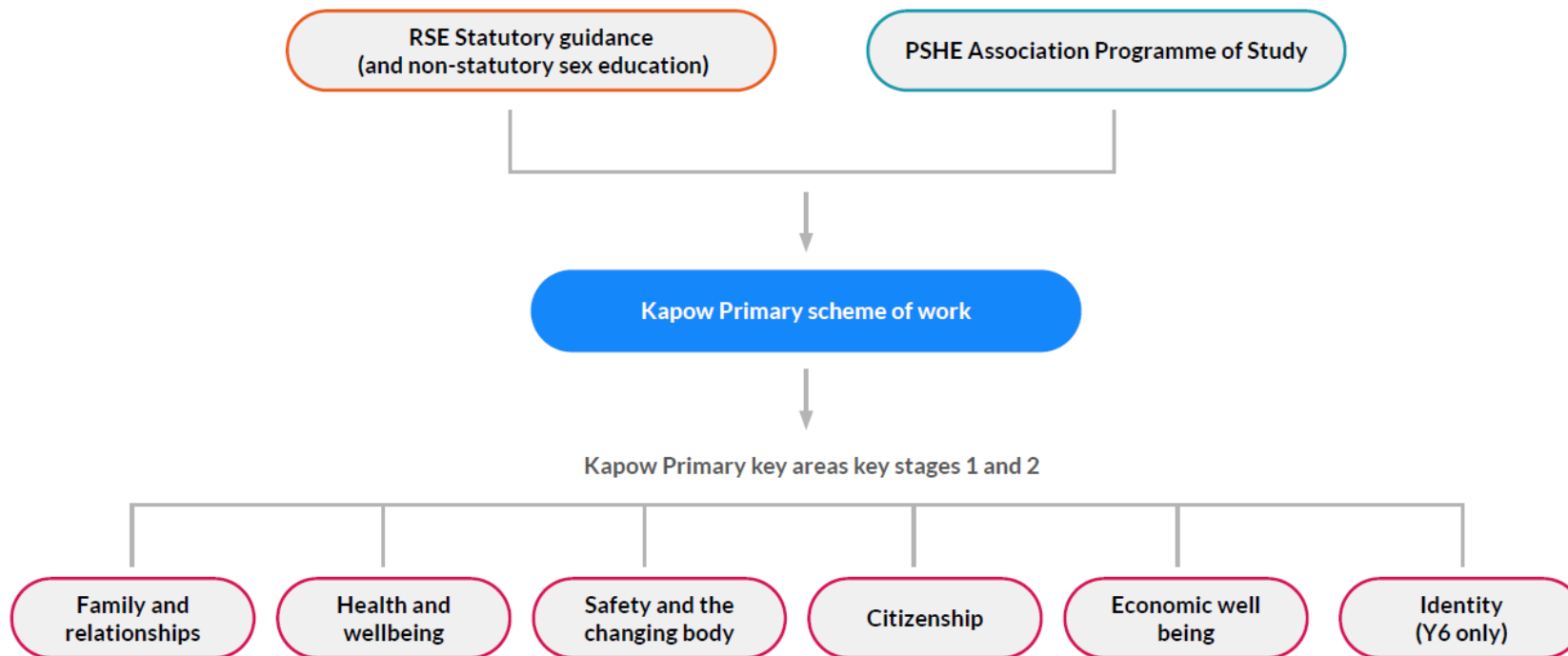
Related resources:

If you are teaching our standard [RSE & PSHE Long-term plan](#) then use the corresponding standard [Progression of skills and knowledge](#).

If you are following our [Long-term plan - condensed](#) version, please see the corresponding [Progression of skills and knowledge - condensed](#).

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How is Kapow Primary's RSE & PSHE scheme of work organised?



Sub-strand	EYFS: Reception		Year 1/2	
	Skills	Knowledge	Skills	Knowledge
Family	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p>To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p>	<p>Y2: Understanding that families offer love, care and support.</p> <p>Y1/Y2 (Cycle A): Exploring how families are different to each other.</p> <p>Y1/Y2 (Cycle A): Discussing ways to show respect for different families.</p>	<p>Y1: To understand that families look after us.</p> <p>Y1: To know some words to describe how people are related (eg. aunty, cousin)</p> <p>Y1: To know that some information about me and my family is personal.</p> <p>Y1/Y2 (Cycle A): To know that families can be made up of different people.</p> <p>Y1/Y2 (Cycle A): To know that families may be different to my family.</p>
Friendships	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	<p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Y1: Exploring how friendship problems can be overcome.</p> <p>Y1: Exploring friendly behaviours.</p> <p>Y2: Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>Y1: To understand some characteristics of a positive friendship.</p> <p>Y1: To understand that friendships can have problems but that these can be overcome.</p> <p>Y2: To know some problems which might happen in friendships.</p> <p>Y2: To understand that some problems in friendships might be more serious and need addressing.</p>
Respectful relationships	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p>	<p>Y1: Recognising how other people show their feelings.</p> <p>Y1: Identifying ways we can care for others when they are sad.</p> <p>Y1: Exploring the ability to successfully work with different people.</p> <p>Y2: Learning how other people show their feelings and how to respond to them.</p> <p>Y2: Exploring the conventions of manners in different situations.</p>	<p>Y1: To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p> <p>Y2: To understand some ways people show their feelings.</p> <p>Y2: To understand what good manners are.</p> <p>Y2: To understand some gender stereotypes related to jobs.</p>
Change and loss			<p>Y1/Y2 (Cycle B): Exploring how loss and change can affect us.</p>	<p>Y1/Y2 (Cycle B): To know that there are ways we can remember people or events.</p>

Sub-strand	Year 3/4	
	Skills	Knowledge
Family	<p>Y4: Using respectful language to discuss different families.</p> <p>Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed.</p>	<p>Y 4: To know that families are varied in the UK and across the world.</p> <p>Y3/Y4 (Cycle B): To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p>
Friendships	<p>Y3: Exploring ways to resolve friendship problems.</p> <p>Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships.</p>	<p>Y3: To know that violence is never the right way to solve a friendship problem.</p> <p>Y4: To know that bullying can be physical or verbal.</p> <p>Y4: To know that bullying is repeated, not a one off event.</p> <p>Y3 /Y4 (Cycle A): To understand the different roles related to bullying including victim, bully and bystander.</p> <p>Y3/Y4 (Cycle A): To understand that everyone has the right to decide what happens to their body.</p>
Respectful relationships	<p>Y3: Exploring the negative impact of stereotyping.</p> <p>Y3/Y4 (Cycle A): Identifying who I can trust.</p> <p>Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people.</p> <p>Y3/Y4 (Cycle B): Learning about the effects of non verbal communication.</p>	<p>Y3: To understand that there are similarities and differences between people.</p> <p>Y3: To understand some stereotypes related to age.</p> <p>Y4: To understand some stereotypes related to disability.</p> <p>Y3/Y4 (Cycle A): To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>Y3/Y4 (Cycle B): To understand the courtesy and manners which are expected in different scenarios.</p> <p>Y3/Y4 (Cycle B): To know the signs of a good listening.</p>
Change and loss	<p>Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement.</p>	<p>Y3/Y4 (Cycle A): To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>

Sub-strand	Year 5/6	
	Skills	Knowledge
Family	Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe.	Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make. Y5/Y6 (Cycle B): To know that if I have a problem, I can call ChildLine on 0800 1111.
Friendships	Y5/Y6 (Cycle A): Exploring the impact that bullying might have. Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship. Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise.	Y5/Y6 (Cycle A): To know what attributes and skills make a good friend. Y5/Y6 (Cycle A): To understand what might lead to someone bullying others. Y5/Y6 (Cycle A): To know what action a bystander can take when they see bullying. Y5/Y6 (Cycle B): To know that a conflict is a disagreement or argument and can occur in friendships. Y5/Y6 (Cycle B): To understand the concepts of negotiation and compromise.
Respectful relationships	Y5: Exploring and questioning the assumptions we make about people based on how they look. Y5: Identifying ways to challenge stereotypes. Y6: Discussing how and why respect is an important part of relationships. Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self respect).	Y5: To understand what respect is. Y5: To understand that everyone deserves respect but respect can be lost. Y6: To know that stereotypes can be unfair, negative and destructive. Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. Y6: To understand that stereotypes can lead to bullying and discrimination Y5/Y6 (Cycle A): To understand that positive attributes are the good qualities that someone has.
Change and loss	Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.	Y5/Y6 (Cycle B): To understand that loss and change can cause a range of emotions. Y5/Y6 (Cycle B): To know that grief is the process people go through when someone close to them dies.

Sub-strand	EYFS (Reception)		Year 1/2	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Y1/Y2 (Cycle A): Learning how to wash hands properly. Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction. Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth.	Y1/Y2 (Cycle A): To understand we can limit the spread of germs by having good hand hygiene. Y1/Y2 (Cycle A): To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. Y1/Y2 (Cycle A): To know that certain foods and other things can cause allergic reactions in some people. Y1/Y2 (Cycle B): To know that food and drinks with lots of sugar are bad for my teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax,	Y1/Y2 (Cycle A): Exploring positive sleep habits. Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health. Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind. Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet. Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal. Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation.	Y1/Y2 (Cycle A): To know that sleep helps my body to repair itself, to grow and restores my energy. Y1/Y2 (Cycle B): To understand the importance of exercise to stay healthy. Y1/Y2 (Cycle B): To understand the balance of foods we need to keep healthy. Y1/Y2 (Cycle B): To know that breathing techniques can be a useful strategy to relax.
Mental wellbeing	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.	Y1: Identifying different ways to manage feelings. Y2: Exploring strategies to manage different emotions. Y2: Developing empathy. Y1/Y2 (Cycle A): Identifying personal strengths and qualities. Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them. Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset.	Y1: To know the words to describe some positive and negative emotions. Y2: To know that we can feel more than one emotion at a time. Y1/Y2 (Cycle A): To know that strengths are things we are good at. Y1/Y2 (Cycle A): To know that qualities describe what we are like. Y1/Y2 (Cycle B): To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Sub-strand	Year 3/4	
	Skills	Knowledge
Health and prevention	<p>Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth.</p> <p>Y3/Y4 (Cycle B): Developing independence in looking after my teeth.</p>	<p>Y3/Y4 (Cycle A): To understand ways to prevent tooth decay.</p> <p>Y3/Y4 (Cycle B): To know key facts about dental health.</p>
Physical health and wellbeing	<p>Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation.</p> <p>Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed.</p> <p>Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation.</p> <p>Y3 & Y4 (Cycle A & B): Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>Y3/Y4 (Cycle A): To understand the positive impact relaxation can have on the body.</p> <p>Y3/Y4 (Cycle B): To know that visualisation means creating an image in our heads.</p> <p>Y3 & Y4 (Cycle A & B): To know the different food groups and how much of each of them we should have to have a balanced diet.</p>
Mental wellbeing	<p>Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier.</p> <p>Y3/Y4 (Cycle A): Developing a growth mindset.</p> <p>Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to.</p> <p>Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others.</p> <p>Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs.</p> <p>Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations.</p> <p>Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Y3/Y4 (Cycle B): Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>Y3/Y4 (Cycle A): To understand that mistakes can help us to learn.</p> <p>Y3/Y4 (Cycle A): To understand the importance of belonging.</p> <p>Y3/Y4 (Cycle A): To understand what being lonely means and that it is not the same as being alone.</p> <p>Y3/Y4 (Cycle B): To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>Y3/Y4 (Cycle B): To know that it is normal to experience a range of emotions.</p> <p>Y3/Y4 (Cycle B): To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>Y3/Y4 (Cycle B): To know who can help if we are worried about our own or other people's mental health.</p> <p>Y3/Y4 (Cycle B): To understand what a problem or barrier is and that these can be overcome.</p>

Sub-strand	Year 5/6	
	Skills	Knowledge
Health and prevention	<p>Y5/Y6 (Cycle A): Developing independence for protecting myself in the sun.</p> <p>Y5/Y6 (Cycle B): Discussing ways to prevent illness.</p> <p>Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.</p>	<p>Y5/Y6 (Cycle A): To understand the risks of sun exposure.</p> <p>Y5/Y6 (Cycle B): To understand that vaccinations can give us protection against disease.</p> <p>Y5/Y6 (Cycle B): To know that changes in the body could be possible signs of illness.</p>
Physical health and wellbeing	<p>Y5/Y6 (Cycle A): Considering calories and food groups to plan healthy meals.</p> <p>Y5/Y6 (Cycle A): Developing greater responsibility for ensuring good quality sleep.</p> <p>Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Y5/Y6 (Cycle B): Exploring ways to maintain good habits.</p> <p>Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle.</p> <p>Y5 & Y6 (Cycle A & B): Understanding the relationship between stress and relaxation.</p>	<p>Y5/Y6 (Cycle A): To know that relaxation stretches can help us to relax and de-stress.</p> <p>Y5/Y6 (Cycle A): To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>Y5/Y6 (Cycle A): To know that what we do before bed can affect our sleep quality.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>Y5/Y6 (Cycle B): To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p>
Mental wellbeing	<p>Y5/Y6 (Cycle A): Taking responsibility for my own feelings.</p> <p>Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them.</p> <p>Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations.</p>	<p>Y5/Y6 (Cycle A): To understand what can cause stress.</p> <p>Y5/Y6 (Cycle A): To understand that failure is an important part of success.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</p> <p>Y5/Y6 (Cycle B): To know the effects technology can have on mental health.</p>

Sub-strand	EYFS (Reception)		Year 1/2	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Y1: Discussing the concept of privacy.</p> <p>Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe.</p> <p>Y1/Y2 (Cycle B): Practising what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): Identifying hazards that may be found at home.</p> <p>Y1/Y2 (Cycle B): Exploring ways to stay safe online.</p> <p>Y1 & Y2 (Cycle A & B): Learning how to behave safely near the road and when crossing the road.</p>	<p>Y1: To know that some types of physical contact are never appropriate.</p> <p>Y1: To know the PANTS rule.</p> <p>Y1/Y2 (Cycle A): To understand the difference between secrets and surprises.</p> <p>Y1/Y2 (Cycle B): To know what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): To know that a hazard is something which could cause an accident or injury.</p> <p>Y1/Y2 (Cycle B): To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>Y1/Y2 (Cycle A & B): To know the rules for crossing the road safely.</p>
Drugs, alcohol and tobacco	N/A	N/A	<p>Y1: Learning what is and is not safe to put in or on our bodies.</p> <p>Y2: Exploring what people can do to feel better when they are ill.</p> <p>Y2: Learning how to be safe around medicines.</p>	<p>Y1: To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>Y2: To know that medicine can help us when we are ill.</p> <p>Y2: To understand that we should only take medicines when a trusted adult says we can.</p>
The changing adolescent body	N/A	N/A		<p>Y1: To know the names of parts of my body including private parts.</p>
Basic first aid	N/A	N/A	<p>Y1/Y2 (Cycle A): Practising making an emergency phone call.</p>	<p>Y1/Y2 (Cycle A): To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>Y1/Y2 (Cycle A): To know that the emergency services are the police, fire service and the ambulance service.</p>

Sub-strand	Year 3/4	
	Skills	Knowledge
Being safe (including online)	<p>Y3: Identifying things people might do near roads which are unsafe.</p> <p>Y3/Y4 (Cycle A): Discussing how to seek help if I need to.</p> <p>Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online.</p> <p>Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content.</p> <p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p>	<p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p> <p>Y3/Y4 (Cycle A): To understand that there are risks to sharing things online.</p> <p>Y3/Y4 (Cycle A): To know the difference between private and public.</p> <p>Y3/Y4 (Cycle A): To understand that cyberbullying is bullying which takes place online.</p> <p>Y3/Y4 (Cycle B): To know the signs that an email might be fake.</p> <p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p>
Drugs, alcohol and tobacco	<p>Y3: Exploring choices and decisions that I can make.</p> <p>Y4: Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.</p>	<p>Y4: To understand that other people can influence our choices.</p> <p>Y3/Y4 (Cycle B): To understand the risks associated with smoking tobacco.</p>
The changing adolescent body	<p>Y4: Discussing some physical and emotional changes during puberty.</p>	<p>Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
Basic first aid	<p>Y3: Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.</p>	<p>Y3: To know that it is important to maintain the safety of myself and others, before giving first aid.</p> <p>Y3/Y4 (Cycle A): To know that bites or stings can sometimes cause an allergic reaction.</p> <p>Y3/Y4 (Cycle B): To know that asthma is a condition which causes the airways to narrow.</p>

Sub-strand	Year 5/6	
	Skills	Knowledge
Being safe (including online)	<p>Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe.</p> <p>Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information.</p> <p>Y5 /Y6 (Cycle B): Exploring online relationships including dealing with problems.</p>	<p>Y5/Y6 (Cycle A): To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>Y5/Y6 (Cycle A): To know some of the possible risks online.</p> <p>Y5/Y6 (Cycle B): To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>Y5/Y6 (Cycle B): To know where to get help with online problems.</p>
Drugs, alcohol and tobacco	<p>Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol.</p>	<p>Y5/Y6 (Cycle A): To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>Y5/Y6 (Cycle A): To understand the risks associated with drinking alcohol.</p>
The changing adolescent body	<p>Y5: Learning about the emotional changes during puberty.</p> <p>Y5: Identifying reliable sources of help with puberty.</p> <p>Y6: Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>Y5: To understand the process of the menstrual cycle.</p> <p>Y5: To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>Y5: To know that puberty happens at different ages for different people.</p> <p>Y6: To understand how a baby is conceived and develops.</p>
Basic first aid	<p>Y5/Y6 (Cycle A): Learning how to help someone who is choking.</p> <p>Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding.</p> <p>Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.</p>	<p>Y5/Y6 (Cycle B): To know how to assess a casualty's condition.</p> <p>Y5/Y6 (Cycle B): To know how to conduct a primary survey (using DRSABC).</p>

EYFS (Reception)		Year 1/2		Year 3/4	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Y1: Recognising why rules are necessary.</p> <p>Y1: Exploring the differences between people.</p> <p>Y2: Explaining why rules are in place.</p> <p>Y1/Y2 (Cycle A): Recognising the groups that we belong to.</p> <p>Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment.</p> <p>Y1/Y2 (Cycle A): Identifying ways to help look after the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the contribution people make to the local community.</p> <p>Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets.</p> <p>Y1/Y2 (Cycle B): Learning how to discuss issues of concern to me.</p>	<p>Y1: To know the rules in school.</p> <p>Y1: To understand that people are all different.</p> <p>Y2: To know some of the different places where rules apply.</p> <p>Y2: To understand that everyone has similarities and differences.</p> <p>Y2: To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>Y1/Y2 (Cycle A): To know some of the jobs people do to look after the environment in school and the local community.</p> <p>Y1/Y2 (Cycle B): To know that different pets have different needs.</p> <p>Y1/Y2 (Cycle B): To understand the needs of younger children and that these change over time.</p> <p>Y1/Y2 (Cycle B): To know that voting is a fair way to make a decision.</p> <p>Y1/Y2 (Cycle B): To understand how democracy works in school through the school council.</p>	<p>Y3: Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Y3: Identifying local community groups.</p> <p>Y4: Discussing how local community groups support the community.</p> <p>Y4: Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Y4: Identifying ways items can be reused.</p> <p>Y4: Explaining why reusing items is of benefit to the environment.</p> <p>Y3/Y4 (Cycle A): Discussing how we can help to protect human rights.</p> <p>Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community.</p> <p>Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community.</p> <p>Y3 & Y4 (Cycle A & B): Exploring how children's rights help them and other children.</p>	<p>Y3: To understand how recycling can have a positive impact on the environment.</p> <p>Y3: To know that the local council is responsible for looking after the local area.</p> <p>Y3: To know that elections are held where adults can vote for local councillors.</p> <p>Y4: To know that reusing items is of benefit to the environment.</p> <p>Y4: To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>Y3/Y4 (Cycle A): To understand some of the consequences of breaking rules.</p> <p>Y3/Y4 (Cycle B): To understand the role of charities in the community.</p> <p>Y3/Y4 (Cycle B): To know that there are a number of groups which make up the local community.</p> <p>Y3 & Y4 (Cycle A & B): To understand the UN Convention on the Rights of the Child.</p>

Year 5/6

Skills	Knowledge
<p>Y5: Discussing how rights and responsibilities link.</p> <p>Y5: Exploring the right to a freedom of expression.</p> <p>Y5: Developing an understanding of how parliament and Government work.</p> <p>Y6: Discussing how education and other human rights protect us.</p> <p>Y6: Identifying causes which are important to us.</p> <p>Y6: Discussing how people can influence what happens in parliament.</p> <p>Y6: Identifying appropriate ways to share views and ideas with others.</p> <p>Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination.</p> <p>Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment.</p> <p>Y5/Y6 (Cycle A): Identifying the contribution people make to the community and how this is recognised.</p> <p>Y5/Y6 (Cycle B): Identifying ways people can bring about change in society.</p> <p>Y5/Y6 (Cycle B): Learning about environmental issues relating to food.</p>	<p>Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>Y6: To know that education is an important human right.</p> <p>Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>Y5/Y6 (Cycle A): To know what happens when someone breaks the law.</p> <p>Y5/Y6 (Cycle A): To understand the waste hierarchy.</p> <p>Y5/Y6 (Cycle A): To know that prejudice is making assumptions about someone based on certain information.</p> <p>Y5/Y6 (Cycle A): To know that discrimination is treating someone differently because of certain factors.</p> <p>Y5/Y6 (Cycle B): To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p> <p>Y5/Y6 (Cycle B): To know that our food choices can affect the environment.</p>

Year 1/2		Year 3/4	
Skills	Knowledge	Skills	Knowledge
Y1: Developing an understanding of how banks work.	Y1: To know that coins and notes have different values.	Y3: Discussing the range of feelings which money can cause.	Y3: To know that budgeting money is important.
Y1: Identifying whether something is a want or need.	Y1: To know some of the ways children may receive money.	Y3: Discussing the different attitudes people have to money.	Y3: To understand that there are a range of jobs available.
Y2: Exploring the reasons why people choose certain jobs.	Y1: To know that it is wrong to steal money.	Y3: Exploring the impact our spending can have on other people.	Y4: To know that money can be lost in a variety of ways.
Y1/Y2 (Cycle A): Discussing how to keep money safe.	Y1: To know that banks are places where we can store our money.	Y4: Exploring the factors which affect whether something is value for money.	Y4: To understand the importance of tracking money.
Y1/Y2 (Cycle B): Exploring choices people make about money.	Y1: To know some jobs in school.	Y4: Discussing some impacts of losing money.	Y3/Y4 (Cycle B): To know that many people will have more than one job or career in their lifetimes.
Y1/Y2 (Cycle B): Recognising that people make choices about how to spend money.	Y1: To know that different jobs need different skills.	Y4: Identifying negative and positive influences that can affect our career choices.	Y3 & Y4 (Cycle A & B): Exploring ways to overcome stereotypes in the workplace.
Y1 & Y2 (Cycle A & B): Discussing what to do if we find money.	Y1: To know the difference between a 'want' and 'need'.		Y3 & Y4 (Cycle A & B): To understand that there are different ways to pay for things.
	Y2: To know some of the ways in which adults get money.		Y3 & Y4 (Cycle A & B): To understand that some stereotypes can exist around jobs but these should not affect people's choices.
	Y2: To know some of the features to look at when selecting a bank account.		

Year 5/6

Skills	Knowledge
<p>Y6: Identifying jobs which might be suitable for them.</p> <p>Y5/Y6 (Cycle A): Discussing risks associated with money.</p> <p>Y5/Y6 (Cycle A): Making a budget based on priorities.</p> <p>Y5/Y6 (Cycle B): Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Y5/Y6 (Cycle B): Discussing some risks associated with gambling.</p>	<p>Y6: To understand that different jobs have different routes into them.</p> <p>Y6: To understand that people change jobs for a number of reasons.</p> <p>Y5/Y6 (Cycle A): To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>Y5/Y6 (Cycle A): To know that it is important to prioritise spending.</p> <p>Y5/Y6 (Cycle A): To know some ways that people lose money.</p> <p>Y5/Y6 (Cycle A): To know that income is the amount of money received and expenditure is the amount of money spent.</p> <p>Y5/Y6 (Cycle B): To understand that there are certain rules to follow to keep money safe in bank accounts.</p> <p>Y5/Y6 (Cycle B): To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>Y5/Y6 (Cycle B): To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p>

Progression of skills and knowledge

Identity

Year 6 only

Skills	Knowledge
Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.	To know that identity is the way we see ourselves and also how other people see us.

Progression of skills and knowledge

Transition

Year 1/2		Year 3/4		Year 5/6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Y1: Recognising our own strengths. Y2: Identifying people who can help us when we are worried about changes.	Y1 & Y2 (Cycle A & B): To understand that changes can be both positive and negative. Y1 & Y2 (Cycle A & B): To understand that change is part of life.	Y3: Being able to set goals. Y4: Learning strategies to deal with change. Y3 & Y4 (Cycle A & B): Recognising our own achievements.	Y3: To know that setting goals can help us to achieve what we want. Y4: To understand that change often brings about more opportunities and responsibilities.	Y5: Recognising own skills and how these can be developed. Y6: Exploring a greater range of strategies to deal with feelings associated with change.	Y5: To understand the skills needed for roles in school. Y6: To know that a big change can bring opportunities but also worries.

This page shows recent updates that have been made to this document.

Date	Update
26.07.22	Knowledge statement removed from p.17 to reflect changes to Identity lessons on the website.
09.02.23	Added EYFS (Reception) statements.
22.05.23	Amendments made to EYFS (Reception): Families and relationships statements.
04.04.24	Updated colouring to match other subjects (Knowledge- grey, skills-white).

Appendix 2

Birth to Three	
<ul style="list-style-type: none"> Find ways to calm themselves, through being calmed and comforted by their key person. 	
<ul style="list-style-type: none"> Establish their sense of self. 	
<ul style="list-style-type: none"> Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. 	<h3 data-bbox="801 488 1337 528">Three and Four-Year-Olds</h3> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
<ul style="list-style-type: none"> Find ways of managing transitions, for example from their parent to their key person. 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community.
<ul style="list-style-type: none"> Thrive as they develop self-assurance. 	<ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.
<ul style="list-style-type: none"> Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. 	<ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
<ul style="list-style-type: none"> Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. 	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
<ul style="list-style-type: none"> Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. 	<ul style="list-style-type: none"> Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
<ul style="list-style-type: none"> Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. 	<ul style="list-style-type: none"> Understand gradually how others might be feeling.
<ul style="list-style-type: none"> Develop friendships with other children. 	<ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.
<ul style="list-style-type: none"> Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". 	
<ul style="list-style-type: none"> Learn to use the toilet with help, and then independently. 	

Children in Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Early Learning Goals

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 to others' needs.