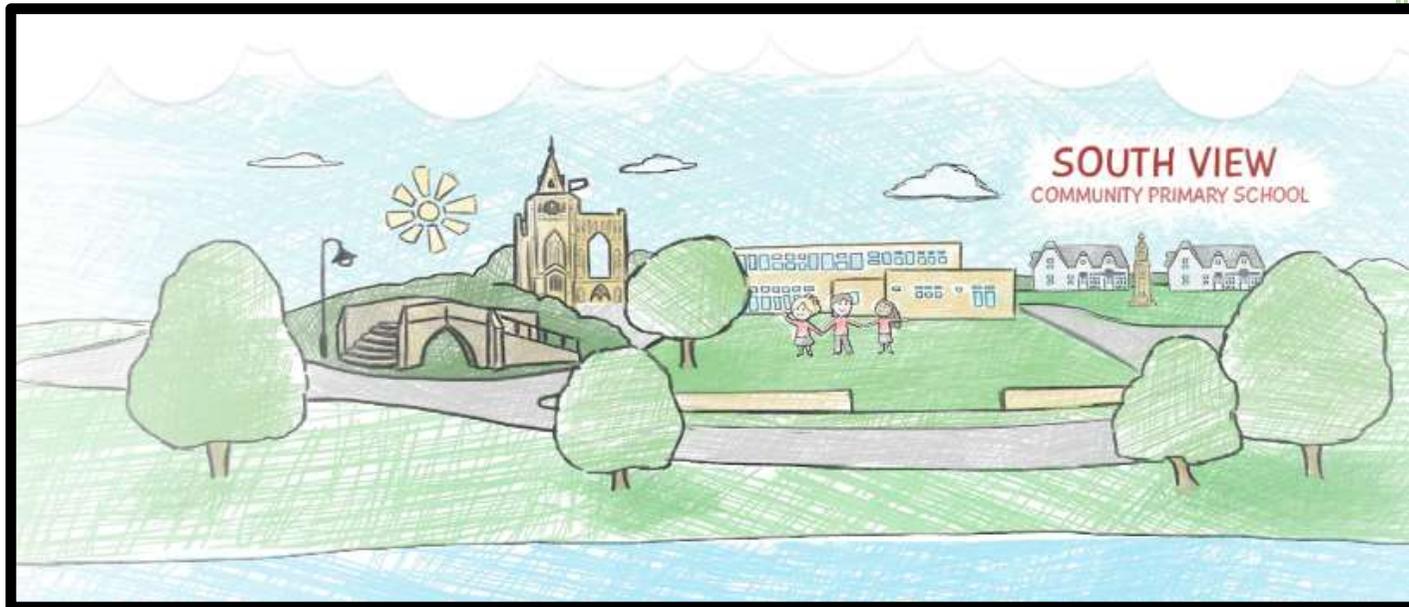


South View Community Primary School

Our PSHE and RSE Curriculum



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Contents	PAGE
1. The Basic Principles of Our Curriculum	3
2. Our Curriculum Intent	3
3. PSHE and RSE Intent	4
4. PSHE and RSE Implementation	7
5. PSHE and RSE Scheme of Work - Long Term Plan (including curriculum and Learning Objectives)	8
6. Assessment	15
7. PSHE and RSE Impact	16
8. Relationships and Sex Education	17

1. THE BASIC PRINCIPLES OF OUR CURRICULUM

Learning is a change to long term memory.

Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each Key Stage, long -term memory of an ambitious body of procedural and semantic knowledge.

2. OUR CURRICULUM INTENT

Curriculum Drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure we give our children appropriate and ambitious curriculum opportunities. Our curriculum drivers, enabling us to ensure OUR children get what THEY need from us are that:

- ❖ Our children will develop vocabulary so that they are able to speak and understand spoken language, access more complex texts and write with eloquence.
- ❖ Our children will leave South View as successful readers. They will 'learn to read' and consequently 'read to learn'.
- ❖ Our children will explore their own cultures, surroundings and emotions and those of others, to gain a wider understanding of the world and their place within it.

3. PSHE and RSE Intent

The overarching aim for PSHE education is to provide pupils with accurate and relevant knowledge with opportunities to turn that knowledge into personal understanding. There are also opportunities to explore, clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities. The skills and strategies they need in order to live healthy, safe fulfilling, responsible and balanced lives are also taught.

At South View Community Primary School, we aim for our lessons to be accessible to all and ensure that each of our children will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as future adults. Our aim is to provide children with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this.

Our ambition is to give all children the opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We offer our children leadership opportunities within the school and their local community.

We develop the following characteristics in our children:

- Spiritual, moral, cultural, mental and physical development which occurs in school and carries them through their future lives
- Readiness for the opportunities, responsibilities and experiences of later life
- The ability to ask questions and discuss issues freely while feeling safe and without embarrassment
- Pupils who are happy to explore, clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- The skills and strategies to be able to live healthy, safe fulfilling, responsible and balanced lives

Teaching Approaches:

- Create a caring environment where pupils feel safe and are listened to

- Provide opportunities for discussion and exploration of knowledge, skills and attitudes through circle time, paired or small group work, whole class discussion, brainstorming, drama and role play, use of puppets, the 'draw and write' approach and the use of stories
- Complement lessons based on the PSHE Associations Thematic Scheme of work by the use of other resources such as: factual information provided by staff; videos relevant to themes; computer programs which provide information, illustrate themes or stimulate discussion; talks by visiting professionals.

Key Strand: Curriculum – Intent

- Our PSHE and RSE curriculum inspires an understanding and passion for individuals to lead a healthy lifestyle.
 - Our PSHE and RSE curriculum helps to foster and create a school culture and environment that supports pupil wellbeing and develops resilience and character, holding the pupils health and emotional wellbeing at its heart.
 - Our PSHE and RSE curriculum equip children in skills of citizenship and to guide them in becoming happy, successful and productive members of society.
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Our PSHE curriculum inspires:

- *a positive outlook on life and the wider world around them*
 - *provides children with knowledge, skills and strategies that allow them to become well-rounded citizens with in the community and build positive relationships*
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How do we grow well rounded members of society? (Intent)

PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We follow the PHSE association curriculum where children develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking.

Key 3 aspects I want staff to know:

- **At the heart of the PSHE curriculum is for the children to have a good mental wellbeing and be happy.**
- **The teaching of PSHE should encourage children to build positive and trusting relationships with themselves and others.**
- **The PSHE curriculum and teaching should enable the children to build their confidence and self-esteem to become confident learners across the curriculum.**

Key Strand: Curriculum – Intent –

- Our PSHE and RSE curriculum inspire an understanding and passion for individuals to lead a healthy lifestyle.
- Our PSHE and RSE curriculum helps to foster and create a school culture and environment that supports pupil wellbeing and develops resilience and character, holding the pupils health and emotional wellbeing at its heart.
- Our PSHE and RSE curriculum equip children in skills of citizenship and to guide them in becoming happy, successful and productive members of society.

4. PSHE and RSE Implementation

At South View Community Primary School, PSHE and RSE is delivered through a clear and comprehensive scheme of work which is in line with the National Curriculum. The scheme of work we're following is the PSHE Association Scheme of Work (Thematic Model) for Key Stages 1 and 2, which has been adapted to meet the needs of our children.

The scheme of work includes opportunities to link British Values and SMSC into the curriculum. The spiral curriculum starts in EYFS and follows the children through to Year 6. The distribution of the lessons complements key campaigns throughout the year such as Anti-Bullying Week, Science Week and sports events.

PSHE and RSE is also delivered through key stage and class assemblies on a weekly basis. During these assemblies, children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

5. PSHE and RSE Scheme of Work - LONG TERM PLAN

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships (Autumn Term)						
<p>Families and Friendships To begin to recognise strategies to build constructive and respectful relationships.</p> <p>To recognise special people in their life. To talk about members of their immediate family and community. To know about the lives of people around them and their roles in society e.g. teachers, firefighters, doctors etc.</p> <p>To recognise ways to be kind and how to be a good friend to others.</p> <p>To know who they can talk to if they are worried about something.</p> <p>Safe Relationships To understand why it is important to work and play cooperatively and take turns with others.</p> <p>To understand that their body belongs to them. (PANTS) To know about privacy and the importance of this e.g. toilet doors being closed etc.</p> <p>Respecting Ourselves and Others</p>	<p>Families and Friendships To understand the role about people who care for them, e.g. parents, siblings, grandparents, relatives' friends, doctors and teachers.</p> <p>To know what it means to be a family and how families are different, e.g. single parents, same-sex parents etc.</p> <p>To understand about the importance of telling someone — and how to tell them — if they are worried about something in their family.</p> <p>Safe Relationships To explore about situations when someone's body or feelings might be hurt and whom to go to for help.</p> <p>To know about what it means to keep something private, including parts of the body that are private. To be able to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches). To know how to respond if being touched makes them feel uncomfortable or unsafe. To understand when it is important to ask for permission to touch others.</p>	<p>Families and Friendships To recognise how to be a good friend, e.g. kindness, listening, honesty. To know about the different ways that people meet and make friends. To develop strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>To understand about what causes arguments between friends To know how to positively resolve arguments between friends.</p> <p>Safe Relationships To understand how to recognise hurtful behaviour, including online. To know what to do and whom to tell if they see or experience hurtful behaviour, including online.</p> <p>To know what bullying is and the different types of bullying. To know how someone may feel if they are being bullied.</p> <p>To understand about the difference between happy</p>	<p>Families and Friendships To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. To understand that being part of a family provides support, stability and love. To know about the positive aspects of being part of a family, such as spending time together and caring for each other.</p> <p>To understand about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. To identify if/when something in a family might make someone upset or worried. To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p> <p>Safe Relationships To understand what is appropriate to share with friends, classmates, family and wider social groups, including online. To know about what privacy and personal boundaries are, including online.</p>	<p>Families and Friendships To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests. To understand strategies to build positive friendships. To know how to seek support with relationships if they feel lonely or excluded.</p> <p>To know how to communicate respectfully with friends when using digital devices. To recognise how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know. To know what to do or whom to tell if they are worried about any contact online.</p> <p>Safe Relationships To know how to differentiate between playful teasing, hurtful behaviour and bullying, including online. To understand how to respond if they witness or experience hurtful behaviour or bullying, including online.</p> <p>To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or</p>	<p>Families and Friendships To recognise what makes a healthy friendship and how they make people feel included. To recognise strategies to help someone feel included.</p> <p>To understand about peer influence and how it can make people feel or behave. To understand the impact of the need for peer approval in different situations, including online. To recognise strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.</p> <p>To know that it is common for friendships to experience challenges. To recognise strategies to positively resolve disputes and reconcile differences in friendships. To know that friendships can change over time and the benefits of having new and different types of friends. To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable. To understand when and how to seek support in relation to friendships.</p>	<p>Families and Friendships To know what it means to be attracted to someone and different kinds of loving relationships. To understand that people who love each other can be of any gender, ethnicity or faith.</p> <p>To know the difference between gender identity and sexual orientation and everyone's right to be loved.</p> <p>To know about the qualities of healthy relationships that help individuals flourish. The recognise the ways in which couples show their love and commitment to one another, including those who are not married or who live apart.</p> <p>To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults.</p> <p>To understand that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal. To know how and where to report forced marriage or ask for help if they are worried.</p>

<p>To continue to develop positive attitudes about the differences between people</p> <p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To show an interest in different occupations.</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>To know how to ask for and give/not give permission to touch others.</p> <p>Respecting Ourselves and Others</p> <p>To know what kind and unkind behaviour mean in and out school.</p> <p>To understand how kind and unkind behaviour can make people feel.</p> <p>To explore what respect means.</p> <p>To know about class rules, being polite to others, sharing and taking turns.</p>	<p>surprises and secrets that make them feel uncomfortable or worries and how to get help.</p> <p>To know how to resist pressure to do something that feels uncomfortable or unsafe.</p> <p>To understand how to ask for help if they feel unsafe or worries and what vocabulary to use.</p> <p>Respecting Ourselves and Others</p> <p>To know about the things they have in common with their friends, classmates, and other people.</p> <p>To understand how friends can have both similarities and differences.</p> <p>To know how to play and work cooperatively in different groups and situations.</p> <p>To understand how to share their ideas and listen to others, take part in discussions and give reasons for their views.</p>	<p>To understand basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision.</p> <p>To know that bullying and hurtful behaviour is unacceptable in any situation.</p> <p>To understand about the effects and consequences of bullying for the people involved.</p> <p>To know about bullying online, and the similarities and differences to face-to-face bullying.</p> <p>To understand what to do and whom to tell if they see or experience bullying or hurtful behaviour.</p> <p>Respecting Ourselves and Others</p> <p>To recognise respectful behaviours e.g. helping or including others, being responsible.</p> <p>To know how to model respectful behaviour in different situations e.g. at home, at school, online.</p> <p>To understand the importance of self-respect and their right to be treated respectfully by others.</p> <p>To know what it means to treat others, and be treated, politely</p> <p>To recognise the ways in which people show respect and courtesy in different cultures and in wider society.</p>	<p>make them feel uncomfortable.</p> <p>To know how to manage pressures associated with dares.</p> <p>To recognise when it is right to keep or break a confidence or share a secret.</p> <p>To know how to recognise risks online such as harmful content or contact.</p> <p>To recognise how people may behave differently online including pretending to be someone they are not.</p> <p>To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online.</p> <p>Respecting Ourselves and Others</p> <p>To recognise differences between people such as gender, race, faith.</p> <p>To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people.</p> <p>To develop a vocabulary to sensitively discuss difference and include everyone.</p>	<p>Safe Relationships</p> <p>To recognise and identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</p> <p>To know how to ask for, give and not give permission for physical contact.</p> <p>To recognise how it feels in a person's mind and body when they are uncomfortable.</p> <p>To know that it is never someone's fault if they have experienced unacceptable contact.</p> <p>To understand how to respond to unwanted or unacceptable physical contact.</p> <p>To know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about.</p> <p>To know whom to tell if they are concerned about unwanted physical contact</p> <p>Respecting Ourselves and Others</p> <p>To recognise that everyone should be treated equally.</p> <p>To know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>To understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia.</p> <p>To recognise and identify online bullying and discrimination of groups or</p>	<p>Safe Relationships</p> <p>To be able to compare the features of a healthy and unhealthy friendship.</p> <p>To understand about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.</p> <p>To recognise strategies to respond to pressure from friends including online.</p> <p>To know how to assess the risk of different online 'challenges' and 'dares'.</p> <p>To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.</p> <p>To understand how to get advice and report concerns about personal safety, including online.</p> <p>To understand what consent means and how to seek and give/not give permission in different situations.</p> <p>Respecting Ourselves and Others</p> <p>To understand about the link between values and behaviour and how to be a positive role model.</p> <p>To know how to discuss issues respectfully.</p> <p>To understand how to listen to and respect other points of view.</p> <p>To recognise how to constructively challenge points of view they disagree with.</p>
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Living in the Wider World (Spring Term)						
<p>Belonging to a Community To talk about members of their immediate family and community.</p> <p>To explain the reasons for rules, recognising right from wrong.</p> <p>To talk about the how to look after the environment around them, e.g litter picking, recycling etc.</p> <p>Media Literacy and Digital Resilience To understand basic e-Safety rules and the importance of adult supervision.</p> <p>Money and Work To explore different working roles within the local community e.g. firefighters, doctors etc.</p>	<p>Belonging to a Community To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside.</p> <p>To understand that different people have different needs. To recognise how we care for people, animals and other living things in different ways. To understand how they can look after the environment, e.g. recycling.</p> <p>Media Literacy and Digital Resilience To know how and why people use the internet. To understand the benefits of using the internet and digital devices. To know how people find things out and communicate safely with others online.</p> <p>Money and Work To understand that everyone has different strengths, in and out of school.</p> <p>To know about how different strengths and interests are needed to do different jobs. To know about people whose job it is to help us in the community. To understand about different jobs and the work people do.</p>	<p>Belonging to a Community To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups.</p> <p>To know about different rights and responsibilities that they have in school and the wide community. To understand about how a community can help people from different groups to feel included. To recognise that they are all equal, and ways in which they are the same and different to others in their community.</p> <p>Media Literacy and Digital Resilience To recognise the ways in which people can access the internet e.g. phones, tablets, computers. To recognise the purpose and value of the internet in everyday life.</p> <p>To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos. To know that information online might not always be true.</p>	<p>Belonging to a Community To know the reasons for rules and laws in wider society. To understand the importance of abiding by the law and what might happen if rules and laws are broken.</p> <p>To understand what human rights are and how they protect people. To identify basic examples of human rights including the rights of children. To know about how they have rights and also responsibilities. To understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.</p> <p>Media Literacy and Digital Resilience To understand how the internet can be used positively for leisure, for school and for work.</p> <p>To recognise that images and information online can be altered or adapted and the reasons for why this happens. To explore strategies to recognise whether something they see online is true or accurate.</p>	<p>Belonging to a Community To understand the meaning and benefits of living in a community. To recognise that they belong to different communities as well as the school community. To know about the different groups that make up and contribute to a community. To know about the individuals and groups that help the local community, including through volunteering and work.</p> <p>To understand how to show compassion towards others in need and the shared responsibilities of caring for them.</p> <p>Media Literacy and Digital Resilience To understand that everything shared online has a digital footprint. To know that organisations can use personal information to encourage people to buy things.</p> <p>To recognise what online adverts look like. To compare content shared for factual purposes and for advertising. To recognise why people might choose to buy or not</p>	<p>Belonging to a Community To understand the importance of protecting the environment and how everyday actions can either support or damage it To understand how to show compassion for the environment, animals and other living things.</p> <p>To know about the way that money is spent and how it affects the environment. To express their own opinions about their responsibility towards the environment</p> <p>Media Literacy and Digital Resilience To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise.</p> <p>To understand basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased. To know that some media and online content promote stereotypes. To recognise how to assess which search results are more reliable than others.</p> <p>To know how stereotypes are perpetuated and how to challenge this.</p>	<p>Belonging to a Community To know what prejudice means. To differentiate between prejudice and discrimination. To understand how to recognise acts of discrimination.</p> <p>To recognise strategies to safely respond to and challenge discrimination. To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups.</p> <p>Media Literacy and Digital Resilience To know about the benefits of safe internet use e.g. learning, connecting and communicating.</p> <p>To understand why people choose to communicate through social media and some of the risks and challenges of doing so. To know that social media sites have age restrictions and regulations for use. To understand the reasons why some media and online content is not appropriate for children.</p>

		<p>Money and Work To understand about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments.</p> <p>To know money can be kept and looked after. To know about getting, keeping and spending money.</p> <p>To understand that people are paid money for the job they do.</p> <p>To recognise the difference between needs and wants. To know how people make choices about spending money, including thinking about needs and wants.</p>	<p>To evaluate whether a game is suitable to play or a website is appropriate for their age-group. To be able to make safe, reliable choices from search results. To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication.</p> <p>Money and Work To know about jobs that people may have from different sectors e.g. teachers, business people, charity work. To understand that people can have more than one job at once or over their lifetime.</p> <p>To understand about common myths and gender stereotypes related to work. To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM.</p> <p>To know about some of the skills needed to do a job, such as teamwork and decision-making. To recognise their interests, skills and achievements and how these might link to future jobs. To know how to set goals that they would like to achieve this year e.g. learn a new hobby.</p>	<p>buy something online e.g. from seeing an advert To know that search results are ordered based on the popularity of the website and that this can affect what information people access..</p> <p>Money and Work To know how people make different spending decisions based on their budget, values and needs. To understand how to keep track of money and why it is important to know how much is being spent.</p> <p>To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them. To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p>	<p>To understand how and why images online might be manipulated, altered, or faked. To know how to recognise when images might have been altered. To recognise unsafe or suspicious content online. To understand how devices store and share information.</p> <p>Money and Work To identify jobs that they might like to do in the future. To know about the role ambition can play in achieving a future career. To understand how or why someone might choose a certain career. To understand about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values.</p> <p>To recognise the importance of diversity and inclusion to promote people's career opportunities. To know about stereotyping in the workplace, its impact and how to challenge it. To know that there is a variety of routes into work e.g. college, apprenticeships, university, training.</p> <p>To know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money.</p>	<p>To know how online content can be designed to manipulate people's emotions and encourage them to read or share things. To know about sharing things online, including rules and laws relating to this. To know how to recognise what is appropriate to share online. To understand how to report inappropriate online content or contact.</p> <p>Money and Work To understand about value for money and how to judge if something is value for money. To know how companies encourage customers to buy things and why it is important to be a critical consumer.</p> <p>To understand how having or not having money can impact on a person's emotions, health and wellbeing. To know about common risks associated with money, including debt, fraud and gambling. To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk. To understand how to get help if they are concerned about gambling or other financial risks.</p>
Health and Wellbeing (Summer Term)						
Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing	Physical Health and Mental Wellbeing

<p>To know and talk about the different factors that support their overall health and wellbeing including physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian.</p> <p>To know that there are people who can help us in our day to day lives e.g., doctors, dentists etc.</p> <p>Growing and Changing To see themselves as a valuable individual. To identify their own strengths.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To consider and think about the perspectives of others.</p> <p>Keeping Safe To recognise the basic rules for eSafety.</p> <p>To explain the reasons for rules, know right from wrong and try to behave accordingly .</p>	<p>To know what it means to be healthy and why it is important.</p> <p>To recognise ways to take care of themselves on a daily basis. To understand about basic hygiene routines, e.g. hand washing.</p> <p>To know about healthy and unhealthy foods, including sugar intake.</p> <p>To know about physical activity and how it keeps people healthy. To understand about different types of play, including balancing indoor, outdoor and screen-based play.</p> <p>To recognise people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.</p> <p>To know how to keep safe in the sun.</p> <p>Growing and Changing To recognise what makes them special and unique including their likes, dislikes and what they are good at. To understand how they are the same and different to others.</p> <p>To know how to manage and whom to tell when finding things difficult, or when things go wrong.</p> <p>To understand about different kinds of feelings. To know how to recognise feelings in themselves and others.</p>	<p>To know about routines and habits for maintaining good physical and mental health.</p> <p>To understand why sleep and rest are important for growing and keeping healthy.</p> <p>To recognise that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.</p> <p>To know the importance of, and routines for, brushing teeth and visiting the dentist. To know about food and drink that affect dental health.</p> <p>To recognise how to describe and share a range of feelings. To explore ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others.</p> <p>To know how to manage big feelings including those associated with change, loss and bereavement. To recognise when and how to ask for help, and how to help others, with their feelings.</p> <p>Growing and Changing To know about the human life cycle and how people grow from young to old.</p> <p>To identify and name the main parts of the body including external genitalia (e.g vulva, vagina, penis, testicles).</p> <p>To know about change as people grow up, including new opportunities and responsibilities.</p>	<p>To understand about the choices that people make in daily life that could affect their health. To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep). To understand what is meant by a healthy, balanced diet including what foods should be eaten, regularly or just occasionally. To know that regular exercise such as walking or cycling has positive benefits for their mental and physical health.</p> <p>To know what can help people to make healthy choices and what might negatively influence them. To know about habits and that sometimes they can be maintained, changed or stopped. To understand the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.</p> <p>To know about the things that affect feelings both positively and negatively. To recognise strategies to identify and talk about their feelings. To know about some of the different ways people express feelings e.g. words, actions, body language. To recognise how feelings can change overtime and become more or less powerful</p> <p>Growing and Changing To understand that everyone is an individual and has unique</p>	<p>To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally. To understand what good physical health means and how to recognise early signs of physical illness. To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary.</p> <p>To understand how to maintain oral hygiene and dental health, including how to brush and floss correctly. To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p> <p>Growing and Changing To know how to identify external genitalia and reproductive organs. To know about the physical and emotional changes during puberty.</p> <p>To know key facts about the menstrual cycle and menstrual wellbeing. To recognise strategies to manage the changes during puberty including menstruation.</p> <p>To know the importance of personal hygiene routines during puberty including washing regularly and using deodorant.</p> <p>To recognise how to discuss the challenges of puberty with a trusted adult.</p>	<p>To recognise how sleep contributes to a healthy lifestyle. To know healthy sleep strategies and how to maintain them.</p> <p>To understand about the benefits of being outdoors and in the sun for physical and mental health. To know how to manage risk in relation to sun exposure, including skin damage and heat stroke.</p> <p>To understand how medicines can contribute to health and how allergies can be managed. To know that some diseases can be prevented by vaccinations and immunisations.</p> <p>To understand that bacteria and viruses can affect health. To recognise how they can prevent the spread of bacteria and viruses with everyday hygiene routines.</p> <p>To recognise the shared responsibility of keeping a clean environment.</p> <p>Growing and Changing To know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.</p> <p>To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. To know how to recognise, respect and express their</p>	<p>To know that mental health is just as important as physical health and that both need looking after. To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.</p> <p>To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing. To recognise positive strategies for managing feelings.</p> <p>To know that there are situations when someone may experience mixed or conflicting feelings. To understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome. To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available.</p> <p>To identify where they and others can ask for help and support with mental wellbeing in and outside school. To understand the importance of asking for support from a trusted adult.</p> <p>To know about the changes that may occur in life including death, and how these can cause conflicting feelings. To understand that changes can mean people experience feelings of loss or grief.</p>
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<p>To understand how feelings can affect how people behave.</p> <p>Keeping Safe To understand how rules can help to keep us safe. To recognise why some things have age restrictions, e.g. TV and film, games, toys or play areas.</p> <p>To know basic rules for keeping safe online. To know whom to tell if they see something online that makes them feel unhappy, worried, or scared.</p>	<p>To recognise the skills in preparing to move to a new class and setting goals for next year.</p> <p>Keeping Safe To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines.</p> <p>To recognise how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'.</p> <p>To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger.</p> <p>To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.</p> <p>To understand about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.</p> <p>To know how to respond if there is an accident and someone is hurt.</p> <p>To recognise whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.</p>	<p>and valuable contributions to make. To recognise how strengths and interests form part of a person's identity.</p> <p>To understand how to identify their own personal strengths and interests and what they're proud of (in school, out of school).</p> <p>To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues. To understand basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at and trying again.</p> <p>Keeping Safe To know how to identify typical hazards at home and in school.</p> <p>To know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen.</p> <p>To know about fire safety at home including the need for smoke alarms. To recognise the importance of following safety rules from parents and other adults.</p> <p>To know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety.</p>	<p>To know how to get information, help and advice about puberty.</p> <p>Keeping Safe To understand the importance of taking medicines correctly and using household products safely.</p> <p>To recognise what is meant by a 'drug'. To understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing. To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. To identify some of the risks associated with drugs common to everyday life. To understand that for some people using drugs can become a habit which is difficult to break. To know how to ask for help or advice</p>	<p>individuality and personal qualities.</p> <p>To understand that for some people their gender identity does not correspond with their biological sex.</p> <p>To recognise ways to boost their mood and improve emotional wellbeing. To know about the link between participating in interests, hobbies and community groups and mental wellbeing.</p> <p>Keeping Safe To identify when situations are becoming risky, unsafe or an emergency.</p> <p>To identify occasions where they can help take responsibility for their own safety. To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour.</p> <p>To understand how to deal with common injuries using basic first aid techniques. To know how to respond in an emergency, including when and how to contact different emergency services.</p> <p>To know about the different age rating systems for social media, T.V, films, games and online gaming. To understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play.</p>	<p>To understand about the process of grieving and how grief can be expressed. To know about strategies that can help someone cope with the feelings associated with change or loss. To identify how to ask for help and support with loss, grief or other aspects of change.</p> <p>To know how balancing time online with other activities helps to maintain their health and wellbeing. To recognise strategies to manage time spent online and foster positive habits e.g. switching phone off at night. To understand what to do and whom to tell if they are frightened or worried about something they have seen online.</p> <p>Growing and Changing</p> <p>To know about the transition to secondary school and how this may affect their feelings. To know about how relationships may change as they grow up or move to secondary school. To recognise practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> <p>To identify the links between love, committed relationships and conception. To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.</p>
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Red Writing – Area which may be covered within Computing

Some areas may also be covered within the Science Curriculum.

6. Assessment

Children and young people need regular opportunities to reflect on and identify what they have learned and what they need to learn next. Teachers also need to gauge pupils' progress and make informed improvements to their learning if required.

Assessment therefore has to be an integral part of the teaching and learning in PSHE education, as it is in all subjects.

PSHE education cannot however be assessed in the same way as most other subjects. It would be inappropriate for assessment in PSHE education to imply passing or failing for instance, as this might imply passing or failing 'as a person', given the subject's personal nature. It is however, possible to recognise and evidence progress and attainment in PSHE education knowledge, understanding, skills and attributes.

We advocate a model of assessment that starts with carrying out an initial assessment activity for each new topic, module, or series of lessons. This gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs, and informs teachers' planning. An end assessment then demonstrates the progress pupils have made since the baseline activity.

Children will be individually assessed at the end of each unit by their class teachers. This will be completed on a distance learning grid which will be monitored by the PSHE/RSE Lead and Senior Leadership.

- *Please refer to the PSHE Assessment Guide.*

7. PSHE and RSE Impact

Through the scheme of work, our children will demonstrate and apply the British values of democracy, tolerance, mutual respect, rule of law and liberty from a young age. This will support children to become healthy and responsible members of society. Children will have gained an insight into life and work in modern Britain, and be well-prepared for the future.

By the end of KS1, children will understand different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. They will know where to get advice e.g. family, school and/or other sources and that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Children will understand 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.

By the end of KS2, children understand and explain the importance of self-respect and how this links to their own happiness. They understand practical steps they can take in a range of different contexts to improve or support respectful relationships. They will be aware 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. They will have full understanding of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

All children will be confident, articulate learners that can work collaborative through different challenges they will face. They will develop resilience and a 'can do' attitude. They will be outward looking members of society that show respect and tolerance. Their emotional wellbeing and aspirations will have developed to allow them to look forward to their next steps in learning with confidence and self-belief.

8. Relationships and Sex Education (RSE)

Overview

- RSE will mostly be delivered through PSHE.
- Relationships Education will be taught in all Year groups.
- Relationships and Sex Education (RSE) will be taught to pupils in Years 5 and 6 only.
- Core knowledge will be broken down into smaller units and clearly communicated to pupils. It will be in line with the statutory Relationship and Sex Education guidelines, set out by the Department for Education.

The scheme of work will include:

- Respectful relationships, being safe, mental wellbeing, families and people who care for us and caring relationships
- online relationships, internet safety and harms, physical health and fitness, negative health prevention, and basic first aid.
(From Year 3 onwards)
- Years 5 and 6 will cover the changing adolescent body, drugs, alcohol and tobacco.

Only pupils in Years 5 and 6 will have a sex education programme tailored to their age, physical and emotional maturity. The teaching and materials will be appropriate, having regard for the age, religious background and special educational needs of the pupils.

The majority of the RSE scheme of work will be delivered in PSHE lessons alongside other opportunities to support the learning further with key stage and class assemblies and also, during some Science lessons. Through the scheme of work delivered, South View Community Primary School will ensure that all our young people are given the information they need to help them develop healthy, nurturing relationships. Also, to build positive relationships based on respect, promote positive and emotional wellbeing, develop confidence, develop self-esteem and prepare some pupils for the changes that adolescence brings. Our RSE scheme of work will always reflect the needs of our pupils.