



St Richard's CE Primary School

PSHE Education Policy

(including Relationships, Health and Wellbeing)

2024-26

This policy was reviewed:	Spring 2024
This policy will be reviewed again:	Spring 2026
This policy will be reviewed by:	School Community Committee
Statutory policy:	Yes (RSE)
Source:	Governing Body

Our School Vision

We aim to enable every child to flourish in their potential as a child of God, to achieve without limits and to become an agent of change. We are committed to fostering good mental health and wellbeing for our whole school community. We are completely inclusive and distinctively Christian.

PSHE Education (Personal, Social, Health and Economic Education Policy (including Relationships, Health and Wellbeing)

Introduction

The purpose of Personal, Social and Health Education is to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We understand that relationships are the bedrock of emotional wellbeing. By encouraging a caring, nurturing, supportive atmosphere in school, we aim to prepare the children for the responsibilities of adult life. We are committed to promoting positive physical, mental health and emotional wellbeing for all pupils, members of staff and governors, so that all have the resilience to manage 'normal' stresses of life.

At St Richard's our vision statement emphasises that we are all God's children, equally valued and loved, we aim to be completely inclusive and we want our curriculum and school ethos to reflect this. In our school life and through our PHSEE curriculum we want to promote British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

The Equality Act 2010 identifies eight possible areas where people may be at risk of being discriminated against: Age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation. Through our curriculum and school values we teach that all people are created in God's image and everyone has the right to be respected and valued. We are aware that there may be tensions between different groups within the umbrella of these 'protected characteristics'. We teach children about the impact of discrimination, we provide 'safe' environments for children to ask questions. We want children to understand that they can disagree with somebody else's view in a way that is respectful.

From September 2020 much of what was previously included in a separate Sex and Relationships curriculum that formed part of our PHSEE curriculum is now included in this policy because it now forms part of the statutory curriculum. This means that parents do not have the right to withdraw children from any of the elements included in this policy. Whilst the right to withdraw children from Sex Education does still exist, we are not proposing to deliver any elements outside of the statutory elements which are now either part of the Relationships, Health, Wellbeing or Science curriculum.

This document sets out how we go about delivering all aspects of this curriculum both as a subject in its own right and through other curriculum areas including P.E., Science, Computing and Religious Education as well as in conjunctions organizations such as the NSPCC and St John's Ambulance.

Policy and Guidance

This policy has been written by the PHSEE coordinator and by consulting with the following documents:

Relationship Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (DfE 2019)

Relationship Education, Relationships and Sex Education (RSE) and Health Education in Church of England Schools (2019 C of E)

Equality Act 2010

Valuing All God's Children (C of E 2017)

Keeping Children Safe in Education (DfE)

Promoting Fundamental British Values (DfE)

Not yet good enough: personal, social, health and economic education in schools (Ofsted 2013)

National Curriculum (DfE)

The policy will be reviewed, edited and developed in consultation with staff, Governors and parents. We value the input of parents as the first and primary educators of their children, an initial consultation was held when this policy was first written and the Head Teacher responded to parental questions and concerns. At every point of review the draft amendments will be sent out for consultation to parents as well as staff and Governors. We recognise that there will be many differing views within our community. As the Government guidance advises, we will take into consideration the religious views of all pupils and make sure that we are sensitive to personal belief as well as delivering statutory content.

Intent

To develop our pupils' self-awareness, positive self-esteem, resilience and confidence to:

- Stay as healthy as possible
- Keep themselves and others safe
- Have worthwhile and fulfilling relationships
- Respect differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own and others abilities
- Manage 'normal stresses of life

Implementation

We have developed a curriculum map to ensure all elements of both the statutory Relationships and Wellbeing curriculum and the non-statutory elements that we have chosen to include in our programme of study. These include elements of Personal, Social and Economic education. The Head Teacher is responsible for ensuring PHSEE is taught consistently across the school, lessons will be taught by class teachers and supported by Teaching Assistants. On occasions we will have visiting organisations and charities who will come into school to deliver lessons, assemblies and workshops to support the PHSEE curriculum. All visiting organisations and charities will talk to class teachers/the PHSEE coordinator about the content of their lesson/workshop prior to visiting, this policy can be shared with any outside agency when appropriate.

We follow a programme called PATHS@ and most of our Relationships education is delivered through this. The programme is a social-cognitive programme progressively covering the following social emotional learning skills in a developmentally appropriate way:

- Emotional understanding
- Self-control
- Social problem solving
- Peer relations and self esteem

The programme is designed to help children:

- develop specific strategies that promote reflective responses and mature thinking skills
- become more self-motivated and enthusiastic about learning

- obtain information necessary for social understanding and pro-social behaviour
- increase their ability to generate creative alternative solutions to problems
- learn to anticipate and evaluate situations, behaviours and consequences

In addition, we have identified other curriculum areas where we can teach aspects of the PSHE education curriculum. These include Science, Maths, P.E. and our cross curricular Big Pictures. Other aspects of the Relationships and Health education are covered using the Kapow and Love Wise schemes of work.

In the EYFS, PHSEE and relationships education is a fundamental part of their everyday learning. The government guidance is clear that learning about respect should be taught in an age appropriate way (SRE statutory guidance p.19). We recognise that the PHSEE and Relationships curriculum is embedded in the whole EYFS curriculum, we want our children to leave EYFS being confident, emotionally literate children who recognise differences between themselves and others but understand the importance of being kind. In EYFS the children will also begin to learn the importance of keeping rules and how to be safe. There are some aspects of understanding the concept of health and the importance of washing hands, eating healthy foods and doing exercise.

Attached is the overview of the PHSEE curriculum for the whole school showing how and when each topic is taught. The PHSEE and Relationships education is taught in twice weekly lessons in years 1-6. It is monitored through written work (where appropriate) lesson observations, planning monitoring and pupil feedback. Teachers will assess the children's understanding at the end of each topic and record their progress using the school's assessment tool: Target Tracker. Any misconceptions and gaps in knowledge will be addressed at this stage.

We believe it is very important that all children are able to access PHSEE and relationship lessons and teachers make sure that work, questioning and input is differentiated to meet the needs of children in their classes. On occasion the curriculum has been personalised to children who have significant needs that prevent them from accessing the same curriculum as their peers. We recognise that the needs of some children make them particularly vulnerable to some of the issues highlighted in the PHSEE curriculum. If we feel it is necessary, we will revisit these topics in social thinking or intervention groups.

Relationships Education

Relationships Education is an integral part of the PHSEE curriculum.

The Government's statutory guidance states that in primary schools the focus of Relationships education should be on 'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.'(p.19 RSE Statutory guidance)

Much of this curriculum is taught through the PATHS lessons and some through the Kapow and Love wise schemes of work. We make sure that our lesson resources reflect the diversity of our school community.

Sex education is taught through our science curriculum, in year 6 children will learn how a baby is conceived and born. Prior to this in year 4 and 5 children will learn about puberty and the changes that occur during this time. These lessons are a statutory part of the curriculum. We do not teach any other sex education outside the statutory requirements of the science and PHSE curriculum. Parents will be informed when these lessons will be taught in school and Year 5 and 6 parents will be given the opportunity to review the puberty and conception teaching materials. Before lessons are

delivered, teachers will give ground rules to children and discuss the parameters of what can be discussed, personal questions will not be discussed in the classroom nor will any questions that the teacher feels are not age appropriate. Children are expected to engage with these lessons with respect and sensitivity.

We follow the NSPCC PANTS and Speak Out Stay Safe programme, from EYFS to year 6 children are taught on a spiralling programme (knowledge is built upon each year) about privacy, private areas of their body and who to go to if they have a question, are concerned about something or if they have been a victim of abuse. If any disclosures are made, or staff have any concerns about something that a child has spoken about then staff will follow the safe guarding procedure in school for managing disclosures and reporting concerns.

Impact

We believe that the breadth of study included in our provision provides our children with the foundation for a healthy, happy adult life. The Paths curriculum builds incrementally over the key stages to ensure children have the resilience they need to face the challenges life throws at them and supports good mental health. The wider curriculum ensures that children learn to understand and take responsibility for their own health and wellbeing. Finally, through our programme looking at the wider world we aim to broaden children's horizons and develop aspirations.



Personal, Social, Health and Economic Education Curriculum Map

(Including Relationships Education and Mental Wellbeing statutory curriculums)

The following is a map of how we deliver our PSHE curriculum across the year groups at St Richard's School.

Our Faith ID is the bedrock of our Personal and Social education and spans everything we do in school. Through our Faith ID we are constantly teaching our pupils to forgive others who make mistakes; to make good life choices; to value truth and honesty; to take responsibility for their own actions; to love themselves and value their community

Our main programme is PATHS@ and most of our Relationships education is delivered through this. The programme is a social-cognitive programme progressively covering the following social emotional learning skills in a developmentally appropriate way:

- Emotional understanding
- Self-control
- Social problem solving
- Peer relations and self esteem

The programme is designed to help children:

- develop specific strategies that promote reflective responses and mature thinking skills
- become more self-motivated and enthusiastic about learning
- obtain information necessary for social understanding and pro-social behaviour
- increase their ability to generate creative alternative solutions to problems
- learn to anticipate and evaluate situations, behaviours and consequences

In addition, we have identified other curriculum areas where we can teach aspects of the PSHE education curriculum. These include Science, Maths and our cross curricular Big Pictures. Other aspects of the Relationships and Health education not covered in these subjects are covered using Kapow lesson materials and through using Lovewise resources. Children in the EYFS will be taught PHSE through the seven strands of learning as set out in the Development Matters Curriculum (2020).

The following Map outlines how each strand of these strands are delivered: **Relationships Education**, **Physical Health and Wellbeing**, **Living in the Wider World**.

PSHE (including Relationships and Health education) Curriculum Map

Key: U=PATHS/**KAPOW Lessons**/**S-Science**/ **M- Maths**/Other curriculum areas/**St John's Ambulance**

What we want our children to learn	When our children will learn these things						
Relationships Education							
A. Families and the People who care for me	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. That families are important for children growing up because they can give love, security and stability.	EYFS Topic: We Are Super!	Big Picture: All about me L1 What is family	L1 Families give stability and love	L1 Healthy families		L5 Family life	
2. 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.	EYFS Topic: We Are Super!	Big Picture: All about me					
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.	EYFS Topic: We Are Super!	Big Picture: All about me L7 Gender stereotypes PC/BV	L2 All families are different (The family book) PC	II	L6 Stereotypes (disability) PC/BV		L4 Challenging stereotypes BV
4. 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.	EYFS Topic: We Are Super!	Big Picture: All about me			Big Picture: WWII English		
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		Lovewise BV/PC	Lovewise BV/PC		Lovewise BV/PC		

6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	EYFS Topic: We Are Super!	Big Picture: All about me		<u>Lovewise</u> BV/PC		L4 Respecting myself	L2 Respectful Relationships
B. Caring Friendships	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	U2 U5	U2 U5	U6	U5	U2	U4	
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	U2 U5	U2 U5	U7:35	U5	U2		
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	U5 U6	L6 Healthy friendships BV		U10 U7	U2		
4. 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.	U7	U7	U7	U7 U5	U2		
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.	U7	U7	U7	U5 U7 U9 U10	U2 U3	U2 U4 U5	U1 U2
C. Respectful relationships	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. 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.	U1	U1	U7	U6	U2 U4	U5	U4b
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	U7			U5	U3	U4	
3. The conventions of courtesy and manners.			U1 U7 U8	U1 U5	U1		

4. The importance of self-respect and how this links to their own happiness.				L6 Respecting differences in others BV/PC	L1 Respect and Manners BV	L4 Respecting myself	L2 Respectful Relationships
5. 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.			L5 An introduction to manners and courtesy		U4	U5	U4b
6. 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.	Anti bullying week assemblies and work/regular assemblies						
				U10 Big picture: Stay Safe	L4 Bullying	L6 Bullying	
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.		L7 Gender Stereotypes PC	L7 Gender stereotypes Careers and jobs PC	L7 Genderstereotypes PC	L7 Stereotypes disability	U5 L8 Stereotypes Race and religion BV/PC	L4 Challenging Stereotypes BV/PC
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.							Big Picture: Transition
D. Online relationships	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. That people sometimes behave differently online, including by pretending to be someone they are not.			L2 Communicating online	Big Picture: Stay Safe	Computing	L1 Online friendships	Big Picture: esafety
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.				Big Picture: Stay Safe	Computing	Big Picture: Crime and Punishment	Big Picture: esafety
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.				Big Picture: Stay Safe L4 Cyberbullying	Computing L1 Internet safety, Age restrictions	Big Picture: Crime and Punishment	Big Picture: esafety

4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.				Big Picture: Stay Safe	Computing	Big Picture: Crime and Punishment L2 Staying safe online	Big Picture: esafety
5. How information and data is shared and used online.				Big Picture: Stay Safe	L2 Share Aware	Big Picture: Crime and Punishment	Big Picture: safety L3 Social Media
E. Being Safe	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				Big Picture: Stay Safe	L4 Privacy and security	L1 Online Friendships	Big Picture: Current Affairs/esafety
2. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				Big Picture: Stay Safe			Big Picture: Current Affairs/esafety
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.			L4/5 Appropriate contact	Big Picture: Stay Safe			Big Picture: Current Affairs/esafety
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.		L1/L2 Adults in school/ Adults outside school		Big Picture: Stay Safe		L2 Staying safe online	Big Picture: Current Affairs/esafety
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.		See above		Big Picture: Stay Safe	Computing		Big Picture: Current Affairs/esafety
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard	NSPCC assemblies and workshops/Promotion of Childline/Pants rule etc/speak out workshops						
				Big Picture: Stay Safe	Computing		Big picture: Current Affairs/esafety
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Esafety Workshops						
				Big Picture: Stay Safe	Computing		Big picture: Current Affairs/esafety

8. Where to get advice e.g. Family, school and/or other sources.	PHSE/Regular NSPCC assemblies/Promotion of Childline/Pants rule etc./Stuent notice board						
Physical Health and Mental Wellbeing							
F. Mental Wellbeing	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. That mental wellbeing is a normal part of daily life, in the same way as physical health.							
2. 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.	U5	U2 U3 U6 U7 U8	U2 U3 U5 U6 U8	U2 U3 U4 U5 U6	U2	U1 U4	U1
3. How to recognise and talk about their emotions, including having a varied vocabulary	U2-9	U2-9	U2 U5 U6 U8	U2 U9	U2 U4	U1	U1
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	U4	U4	U8	U5			
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness		Forest School	Forest School			U5	U4b
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	U4	U4 L5 Healthy body/healthy brain Ready for Bed	U3	U2	U4	L2 The importance of rest	U1
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.			U6	U5			U5
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing				U1			L4 The impact of technology on health
9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to					Lesson 7 Mental Health		

if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).							
10. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.					Lesson 7 Mental Health		L4 The impact of technology on health
G. Internet safety and harms	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. That for most people the internet is an integral part of life and has many benefits.		Computing	Computing L1 Introduction to the internet		Computing	Computing	Computing
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.		Computing	L2 communicating online	Computing	Computing	Computing	Computing
3. 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.		Computing		Computing	Computing	Computing L2 Staying safe online	Computing
4. Why social media, some computer games and online gaming, for example, are age restricted.		Computing		Computing	Computing L1 Internet safety age restrictions	Computing	Computing
5. 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.		Computing	L1 Introduction to the internet	Computing L4 Cyberbullying	Computing	Computing	Computing The impact of technology on health L4
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.		Computing		Computing	Computing	Computing	Computing L3 social Media
7. Where and how to report concerns and get support with issues online.		Computing	Computing	Computing	Computing	Computing	Computing

H. Physical health and fitness	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. The characteristics and mental and physical benefits of an active lifestyle.	EYFS topic: Let it Grow	P.E.	P.E.	P.E.L1/£ Health and Wellbeing	P.E.	P.E.	P.E. L3 Taking responsibility for my health
2. 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.		P.E.	P.E.	P.E.	P.E.	P.E. Daily Mile	P.E.
3. The risks associated with an inactive lifestyle (including obesity).			L6 Healthy diet/lifestyle		Science		
4. How and when to seek support including which adults to speak to in school if they are worried about their health.							L8 physical health concerns
I. Healthy Eating	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. What constitutes a healthy diet (including understanding calories and other nutritional content).		DT: Cooking and Nutrition	Big Picture: Amazing animals L6 Healthy diet	Sc: Animals	S: Living Things DT: Cooking and Nutrition	DT: Cooking and Nutrition L6 Healthy Meals	DT: Cooking and Nutrition
2. The principles of planning and preparing a range of healthy meals.		DT: Cooking and Nutrition		Sc: Animals	DT: Cooking and Nutrition	DT: Cooking and Nutrition	DT: Cooking and Nutrition
3. 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).	Visit from schools dental team.	DT: Cooking and Nutrition	L7 TEETH	Sc: Animals L6 diet and dental health	DT: Cooking and Nutrition L1 looking after our teeth	DT: Cooking and Nutrition	Big picture: Transition Sc: effects of alcohol, drugs etc
J. Drugs, alcohol and tobacco	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.					Science L8 Tobacco	L7 Alcohol, drugs and tobacco making decisions	Big Picture: Transition Sc: effects of alcohol, drugs etc Substance Misuse Workshop –

							Schools Policing team L1 Alcohol
K. Health and prevention	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
2. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.							Sc: impact of life choices on body
3. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Annual assembly regarding Sun Safety in summer term L6 Sun safety						
4. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.						L2 The importance of rest	Sc: impact of life choices on body
5. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Annual assembly by Oral Health Team SEE YEAR GROUP ORAL HEALTH ABOVE						
6. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Settling in routines at the start of each year and repeatedly throughout	L5 handwashing and personal hygiene	Sc: importance of Hygiene and basic needs of living things	Science			L6 Immunisation And allergies
7. The facts and science relating to allergies, immunisation and vaccination		L7 Allergies					Sc: impact of life choices on body
L. Basic First aid	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. How to make a clear and efficient call to emergency services if necessary.	Visit from local Policeman/visit to the firestation	L4 making an emergency phonecall Emergencies and calling for help	Emergencies and calling for help	Emergencies and calling for help L1 first aid emergencies and calling for help		Emergencies and calling for help	First Aid Training form Red Cross Training
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.			L8 Staying safe with medicine	Bites & Stings	Asthma + Head injuries	Bleeding L6 First Aid Bleeding	Choking + Basic Life support L8 basic life support

M. Changing adolescent body	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	EYFS topics; Let it Grow & We are Super!	Sc: name body parts	Sc: name body parts	Sc: name body parts	Sc: name body parts	Sc: Life processes L3 Puberty	Big Picture: Transition L4 Physical and emotional changes of Puberty
2. About menstrual wellbeing including the key facts about the menstrual cycle.						L4 Menstruation	Big Picture: Transition
Living in the wider world							
N. Responsibilities							
1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws	Child Centred learning and play	L1 Rules	L1 Rules beyond School	L1 Rights of the Child	L1 What are human rights	L1 Breaking the law	L1 Human Rights
2. To recognise there are human rights, that are there to protect everyone						L6 Parliament	L6 National democracy
3. About the relationship between rights and responsibilities						BV	
4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others						School life/Faith ID/Behaviour Policy/Collective Worship/Rejoice	
5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)						Food matters scheme, walk to school scheme,	
O. Communities							
1. To understand that different groups that make up their community; what living in a community means	U7			U5	U3 L5 Diverse communities PC	U4	
2. To value the different contributions that people and groups make to the community experience	School life/Faith ID/Behaviour Policy/Collective Worship/Rejoice						
3. Understand and celebrate diversity: what it means; the benefits of living in a diverse community	U1	U1	U7	U6	U2 U4	U5	U4b

4. To understand the problems with stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes			PC	<p style="text-align: center;">See ABOVE FOR LESSONS ON STEREO TYPES</p> <p style="text-align: center;">School life/Faith ID/Behaviour Policy/Collective Worship/Rejoice</p>			
5 To understand the problems with prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed							
P. Economic wellbeing: Money							
1. Coin recognition	Role-play M	M	M	M	M	M	M
2. The exchange of money/coins	Role-play M	M	M	M	M	M	M Enterprise projects
3. Where money comes from/goes	Role-play M	Big Picture: Toy Story		Big Picture: Roman Britain	Big Picture: My local area then and now L2 Keeping Track of Money	L2 Income and Expenditure	Big Picture: Transition
4. Financial competence (keeping money safe, spending, budgeting, cost of replacing lost item, insurance and interest)	Role-play M	Big Picture: Knight & Castles L2 saving and Spending Money		L1 Ways of paying	Big Picture: WWII		Big Picture: Transition
5. Financial responsibility (Life choices, debt, assessing value for money)		L1 Introduction to Money	L3 Wants and Needs		Big Picture: WWII	L3 Risks with Money	Big Picture: Transition
6. Implications of finance (Inflation/ethical financial decisions)					Big Picture: WWII		Big Picture: Transition
Q. Economic Wellbeing: Aspirations							
1. That working for a living provides money for the things we need to live and some jobs pay more than others				L3 Jobs and careers-	L4 Influences on career choices	L5 Stereotype	L4 What jobs are available

2. That there are lots of different ways to make a living	Through role play and child initiated learning opportunities		Big Picture – I can change the world	Big Picture- Meet the Artists/ Researchers	Big Pictures – Meet the Sculptors – Artists- Designers/My Local area	in the workplace	Big Pictures – computing/Art through Music/Orchestra Unwrapped/Current Affairs/Transition	
3. What else influences people’s choice of career apart from money								Big Pictures – Great St
3. About the strengths and interests someone might need to do different jobs								Bake off/Race for Space/Here come the Artists
4. About the different routes into careers								
5. About stereotypes in the workplace and that a person’s aspirations should not be limited by them								

Please be aware that this curriculum may be added to or changed depending on the needs of the children and relevant issues that we feel may need addressing through the PHSE curriculum.