PSHE/RSHE

Edmund Waller
Curriculum

Intent
Implementation
Impact

Know, Explore, Communicate

Intent

Vision

- **Humanity** - a culture of visible kindness where everyone is treated fairly and respectfully.
- **Creativity** - an environment where children have the skills to think creatively, take risks, explore the world and communicate their findings with others.
- **Ambition** - high expectations for all learners ensuring equitable access to the curriculum and other opportunities within school.

Drivers

Me (myself) and the Wider World; My Relationships; My Safety

Themes

Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe, Mental wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid, Changing adolescent body, Sex education, Money, Career and enterprise

Implementation

Planning

Declarative

We are learning about subjects that put into place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and safe. Our mental wellbeing is central to these subjects and we will learn how to seek help, if we need to.

Procedural

We are learning to develop our resilience and character that we know are fundamental to our happiness. To develop our belief that we can achieve our goals, both academic and personal. This should be complemented by developing our personal attributes including kindness, integrity, generosity, and honesty. The knowledge and attributes gained will support our own wellbeing and attainment and help us to become confident, successful and happy adults who make a meaningful contribution to society.

Experiential

We are learning through creative opportunities presented to us within school and the wider community, where we can physically explore, and express ourselves in a safe environment with no judgement.

Subject Overview

	Autumn	Spring	Summer
Year 1	Me (myself) and the Wider World	My Relationships	My Safety
Year 2	My Relationships	My Safety	Me (myself) and the Wider World
Year 3	My Relationships	My Safety	Me (myself) and the Wider World
Year 4	My Safety	Me (myself) and the Wider World	My Relationships
Year 5	My Safety	My Relationships	Me (myself) and the Wider World
Year 6	Me (myself) and the Wider World	My Safety	My Relationships

Impact

Outcome 1 – Emotional

Children are happy and enjoy coming to school.

Parents speak positively about the school ethos and regularly attend community events.

Children and parents feel valued and welcomed.

Outcome 2 – Social

Children demonstrate the vision and values of Edmund Waller in the learning and behaviour around the school.

Children make safe choices and behave in a way that benefits the community.

Outcome 3 – Intellectual

In PSHE/RSHE all children make very good progress and attainment is at least in line with national benchmarks.

They know and remember more, building on acquired knowledge as they journey through the school.

KS1 Health and Wellbeing

By the end of KS1

Children can:

- describe ways to keep healthy and explain why it is important

- recognise and name different feelings and describe what to do if they, or others, have not-so-good feelings

- suggest ways to help themselves and other people feel good, such as sleep, regular exercise and balancing time on and offline

- say something that makes them special and unique, what they are good at or proud of, and how these help them feel good about themselves

- suggest ways to manage when they find something difficult

- identify external body parts, how people's bodies and needs change as they grow from young to old

- give examples of change and suggest some ways to manage changes such as changing class or experiencing a loss

- suggest some rules that keep them safe and decide if a choice is safe or unsafe for their health (at home, online, when travelling, and in the sun)

- say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this

- describe how to follow simple hygiene and dental health routines

- list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help

- say how to get help in emergency situations and follow instructions to keep safe

KS1 Relationships

Children can:

- say who loves and cares for them, what it means to be a family and that families are all different

- name different types of relationships, for example, family, friendship, online

- say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements

- say how they are the same and different to other people, and how to treat themselves and other people with respect

- say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help

- describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it

- talk about things that matter to them and say how to play and work with others

- say when it is important to ask for permission and how to ask for, give, or not give permission

- say what privacy means, and which body parts are private

- recognise when a secret should not be kept but told to a trusted adult

- identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries

- recognise that some people behave differently online and say ways to keep online communication safe

- say who to tell if a relationship, or the actions of someone they don't know, has made them feel uncomfortable, upset, or unsafe

KS1 Living in the Wider World

By the end of KS1

Children can:

- give some examples of rules in school or at home and say why they are important
- explain ways to care for plants, animals and people around them and why this is important
- identify some similarities and differences between people in their school and community
- give some examples of groups they and other people belong to and the roles and responsibilities in these different groups
- state some rules for using the internet and devices safely, and recognise that not everything online is always true
- describe how wanting something is different from needing something
- say what money is, where it comes from, and how it can be looked after, saved or spent
- recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs

KS2 Health and wellbeing

By the end of KS2

Children can:

- explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy

- have a wide vocabulary to describe different emotions in themselves and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss

- recognise the link between physical and mental health and describe strategies that promote mental health for themselves or others

- explain the importance of balancing time online with other activities for physical and mental wellbeing

- identify things that make themselves who they are, that they are proud of and recognise how building personal strengths contribute to self-worth

- suggest ways to manage setbacks and unhelpful thinking

- identify external genitalia and internal reproductive organs and describe how and why bodies change as they grow, including during puberty and suggest strategies to manage these

- describe ways to prepare for and manage transitions positively between important stages in life or school

- assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices

- suggest ways of reducing and managing risk at home, online, on the road and elsewhere

- explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these

- give reasons for hygiene routines and explain the importance of following them regularly

- recognise signs that they or someone else may need help with their physical health or mental wellbeing

- identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if they or someone they know is at risk

- explain or demonstrate how to respond in emergency situations, including basic first aid skills

KS2 Relationships

By the end of KS2

Children can:

- explain how families are different and identify features of positive family life

- explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues

- describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex

- recognise the importance of getting help if they feel lonely or excluded and can describe how to help others to feel included

- name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed

- say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged

- express and discuss their views on topical issues and listen respectfully to others

- recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it

- explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent

- explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries

- explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact

- recognise when it is right to break a confidence or share a secret, and who to tell

- describe how online communication is different from face-to-face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful

- explain when, where and how to get help or support if worried about relationships of any sort

KS2 Living in the Wider World

By the end of KS2

Children can:

- identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules

- explain their shared responsibilities and ways they can care for others and the environment, and how everyday choices impact the environment

- explain benefits of having diversity in their community and ways to promote inclusion in their school and community

- explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination

- explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices

- explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content

- explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences

- recognise how financial decisions can impact people's emotions, including choices related to gambling

- identify strengths, skills and achievements, how these might help them choose a job, and use these to set goals

- describe some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime

- recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for their future

KS2 Year 6 Sex Education

Children can explain how babies are conceived and born as part of the human life cycle.

Parents and Carers can withdraw their children from these lessons only.

Outcomes - Relationships

By the end of primary school:

Families and people who care for me

Pupils should know

• that families are important for children 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.

Outcomes - Relationships

By the end of primary school:

Caring friendships

Pupils should 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, 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.

• 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.

Outcomes - Relationships

Respectful relationships

Pupils should know

• 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.

• 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 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.

• what a stereotype is, and how stereotypes can be unfair, negative or destructive.

• the importance of permission-seeking and giving in relationships with friends, peers and adults.

Outcomes - Relationships

By the end of primary school:

Online relationships

Pupils should know

• that people sometimes behave differently online, including by pretending to be someone they are not.

• that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.

• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

• 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.

Outcomes - Relationships

By the end of primary school:

Being safe

Pupils should 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; including 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 (in all contexts, including online) whom 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 or 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 get advice e.g. family, school and/or other sources.

Outcomes – Physical Health and Mental Wellbeing

Mental wellbeing

Pupils should 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, nervousness) and scale of emotions that all humans experience in relation 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, 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.

• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

• 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), 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).

• 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.

Outcomes – Physical Health and Mental Wellbeing

By the end of primary school:

Internet safety and harms

Pupils should 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 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.

• 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.

• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

• where and how to report concerns and get support with issues online.

Outcomes – Physical Health and Mental Wellbeing

By the end of primary school:

Physical health and fitness

Pupils should 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 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.

By the end of primary school:

Healthy eating

Pupils should know

• what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Outcomes – Physical Health and Mental Wellbeing

By the end of primary school:

Drugs, alcohol and tobacco

Pupils should know

• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

By the end of primary school:

Health and prevention

Pupils should 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, viruses, how they are spread and treated, and the importance of handwashing.

• the facts and science relating to allergies, immunisation and vaccination.

Outcomes – Physical Health and Mental Wellbeing

By the end of primary school:

Basic first aid

Pupils should 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.

By the end of primary school:

Changing adolescent body

Pupils should 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 including the key facts about the menstrual cycle.

Outcomes – Sex Education

Year 6:

Sex Education

Pupils should know:

• how a baby is made.