



Personal Development Policy & Programme Including PSHE and Relationships and Sex Education

Created/Revised:	Oct 2024
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Review Details:	
Review Date:	October 2025
Approved by Governing Body:	November 2024

1. PERSONAL DEVELOPMENT VISION

1.1 At Hartburn Primary School our high quality Personal Development Programme enables every child to reach their full potential and become healthy, independent and responsible members of both our local community and society as a whole. This curriculum reflects our school culture and ethos and contributes to high standards of positive behaviour and attitudes across school from Nursery to Year 6. This planned and sequenced curriculum incorporates:

- PSHE
- RSHE
- Citizenship
- Character Education
- Wider Opportunities
- British Values
- Inclusion and Equality
- Careers
- SMSC

1.2 Our aim is to empower all of our pupils to become ambitious learners with a good understanding of how they are developing both personally and socially and to be able to tackle many of the moral, social and cultural issues that are part of growing up, enabling them to develop healthy, safe lifestyles and relationships.

1.3 We value the importance of capturing pupil's voices and giving them opportunities to influence their own decisions. We achieve this through providing learning opportunities across and beyond the curriculum, allowing them to learn about rights and responsibilities, to challenge ideas and to encourage them to voice their opinions, debate and discuss in a safe environment.

1.4 Our **high expectations** and the culture of 'Learning for Life' that permeates across our whole school focuses on equipping pupils with the key life skills they will require to be part of the diverse and rapidly changing society we live in; our curriculum ensures that pupils develop awareness, knowledge and understanding of the protected characteristics.

1.5 We aim to prepare them for the world of work and support them in developing enterprise skills and financial awareness to achieve economic wellbeing. We encourage the development of key characteristics for life such as love of learning, **resilience**, integrity, team work, critical thinking and independence.

1.6 Our pupils are encouraged to be proud and to develop their sense of self-worth by playing a positive role in contributing to school life, the wider Hartburn community and developing **local and global responsibility** both now and in the future.

1.7 Our curriculum fosters positive character qualities which are encompassed in our Hartburn Hopes. Pupils at Hartburn endeavour to be courageous, honest, compassionate, respectful, resilient, and ambitious and they understand the importance of these virtues. Our pupils are shining examples of our school ethos; their conduct is exemplary and they demonstrate impeccable manners on a daily basis. Our pupils leave Hartburn Primary School as confident, responsible, caring and enquiring individuals who are well prepared for life in modern Britain.

2. AIMS

2.1 We believe that effective Relationships and Sex Education should be taught within a broader Personal Development programme. Relationships and Sex Education enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and offline; keeping physically and mentally healthy; learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

2.2 Personal Development at Hartburn Primary School aims to:

- Give pupils the knowledge, confidence and self-awareness to make informed choices and decisions.
- Develop pupil's social, physical, emotional and economic wellbeing.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Encourage pupils to value themselves and others.
- Allow pupils to acknowledge and appreciate difference and diversity.
- Prepare pupils to be positive and active members of a democratic society.
- Teach pupils to understand what constitutes a safe and healthy lifestyle.
- Provide a framework in which sensitive discussions can take place.
- Promote safety in forming and maintaining relationships.

- Provide pupils with a toolkit for understanding and managing their emotions.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others.
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

3. STATUTORY REQUIREMENTS

3.1 We must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017. We are not required to teach Sex Education but must teach the elements of Sex Education contained in the Science Curriculum. In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996 and from September 2020 will follow new statutory guidance.

4. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review of all relevant information including national and local guidance.
2. Staff consultation- all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent Consultation- parents and any interested parties were invited to make comment about the policy.

4. Ratification- the policy was shared and reviewed by governors before approval by the full Governing Body.

5. DEFINITION

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, healthy lifestyles, personal safety, diversity and personal identity development. RSE, within PHSE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

6. CURRICULUM

6.1 Our Personal Development curriculum is set out as per Appendix 1 and the progression of knowledge in Appendix 2. The Relationships and Sex Education elements are contained within this. We have also made explicit the progression in vocabulary and terminology that will be used as children move through school (Appendix 2). We reserve the right to adapt our curriculum in response to ongoing assessment as and when necessary.

6.2 We have reviewed our curriculum in response to recent guidance and legislation, taking into account the age and needs of our pupils. If pupils ask questions outside the scope of this policy teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

7. ESAFETY

7.1 At Hartburn we promote a safer internet culture. A progressive scheme of work has been introduced that links to the 8 strands within the Education for a Connected World, 2020 government document. The first Computing lesson of each half term is a discrete lesson that follows the Hartburn E-Safety scheme of work (linked to objectives within Project Evolve). Within weekly Computing lessons E-Safety is interwoven within the lesson. Safer Internet Day, along with other key events within our Digital Citizenship calendar are part of our highly effective e-safety curriculum.

7.2 Our programme of study is age appropriate and progressive across school, with appropriate adaptations in place for vulnerable pupils, and gives children the knowledge, skills and understanding to foster supportive relationships and respectful communities, whilst equipping them with the skills to keep themselves safe in a digital context. Staff are trained on induction and regular updates are planned throughout the academic year. Regular opportunities are in place to inform parents/carers and school works in partnership to promote safe online practice at home and at school. E-Safety workshops for parents/carers and children are ran by trained CEOP educators and ambassadors.

8. DELIVERY OF PHSE AND RELATIONSHIPS AND SEX EDUCATION

8.1 RSE is taught within the PHSE curriculum and some biological aspects of sex education are taught within the science curriculum. It is delivered by class teachers. We have developed a PHSE scheme of work for years 1-6 which incorporates all aspects of the RSE curriculum.

8.2 National Curriculum Science includes some sex and relationship education. From Sept 2014, Primary Science includes pupils learning about;

- the parts of the body, growth, reproduction, life cycles and ageing;
- changes that occur in puberty (Y4, 5 and 6)

8.3 All areas of learning will be taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers. We will also reflect sensitively that some children may have a different structure of support around them, for example; looked after children or young carers.

9. PUPILS WITH SEND

As far as is appropriate, pupils with special educational needs should follow the same PHSE curriculum as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will need to be adapted. Teachers and/or learning support assistants will work with individual pupils when required, and if appropriate.

10.ROLES AND RESPONSIBILITIES

The governing body will approve the PHSE and RSE policy, and hold the Head Teacher to account for its implementation. The Head Teacher is responsible for ensuring that PHSE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

11.STAFF

11.1 Staff are responsible for;

- Delivering Personal Development in a sensitive way.
- Modelling positive attitudes to RSE.

- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Recording and responding to incidents that relate to the protected characteristics.

11.2 Staff do not have the right to opt out of teaching Personal Development. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.

12.PUPILS

Pupils are expected to engage fully in Personal Development and, when discussing issues related to RSE, treat others with respect and sensitivity.

13.PARENTAL RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from Relationships Education but do have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Head Teacher. Alternative work will be provided for children who are withdrawn from sex education.

14.TRAINING

Staff are trained on the delivery of PHSE and RSE as part of their induction and it is included in our continuing professional development calendar. The Head Teacher will also invite visitors from outside school to provide support and training to staff teaching RSE.

15.MONITORING ARRANGEMENTS

15.1 The delivery of Personal Development is monitored by the Head Teacher and Jill Adams (PHSE/RSE Lead) through lesson observations, learning walks, staff and pupil voice etc. Pupils' development is monitored by class teachers as part of our internal assessment systems.

15.2 The policy will be reviewed by the Head Teacher and each review will be approved by the Governing Body.

APPENDIX 1
ILP MAP WITH PHSE

<i>Year</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Y1/2 Cycle A	<p>Childhood</p> <p>PHSE- Relationships Roles of different people; families; feeling cared for.</p> <p>How behaviour affects others; being polite and respectful.</p> <p>Recognising privacy; staying safe; seeking permission.</p>	<p>Bright Lights, Big City</p> <p>PHSE- Living in the Wider World What rules are; caring for others' needs; looking after the environment.</p> <p>Using the internet and digital devices; communicating online.</p> <p>Strengths and interests; jobs in the community.</p>	<p>Our School's History</p> <p>PHSE- Health and Wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety.</p> <p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong.</p> <p>How rules and age restrictions help us; keeping safe online.</p>
Y1/2 Cycle B	<p>Movers and Shakers</p> <p>PHSE- Relationships Making friends, feeling lonely and getting help.</p>	<p>Coastline</p> <p>PHSE- Living in the Wider World Belonging to a group; roles and responsibilities; being the same and different in the community.</p> <p>The internet in everyday life; online content and information.</p>	<p>Magnificent Monarchs</p> <p>PHSE- Health and Wellbeing Why sleep is important; medicines and keeping healthy; managing feelings and asking for help.</p> <p>Growing older; naming body parts; moving class or year.</p>

	<p>Recognising things in common and differences; playing and working cooperatively; sharing opinions. Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.</p>	<p>What money is; needs and wants; looking after money.</p>	<p>Safety in different environments; risk and safety at home; emergencies.</p>
<p>Y3/4 Cycle A</p>	<p>Through The Ages</p> <p>PHSE- Relationships What makes a family; features of family life. Personal boundaries; safely responding to others; the impact of hurtful behaviour. Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</p> <p>PHSE- Living in the Wider World Different jobs and skills; job stereotypes; setting personal goals.</p>	<p>Rock, Relics and Rumbles</p> <p>PHSE- Living in the Wider World The value of rules and laws; rights, freedoms and responsibilities How the internet is used; assessing information online.</p> <p>PHSE- Health and Wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care.</p>	<p>Emperors and Empires</p> <p>PHSE- Health and Wellbeing Personal strengths and achievements; managing and reframing setbacks</p> <p>Risks and Hazards; safety in the local environment and unfamiliar places.</p> <p>Health choices and habits; what affects feelings; expressing feelings Differences between male and female bodies,</p>
<p>Y3/4 Cycle B</p>	<p>Invasion</p> <p>PHSE- Relationships</p>	<p>Misty Mountain, Winding River</p> <p>PHSE- Living in the Wider World How data is shared and used.</p>	<p>Ancient Civilisations</p>

	<p>Positive friendships, including online</p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online.</p> <p>PHSE- Living in the Wider World Different jobs and skills; job stereotypes; setting personal goals</p>	<p>Making decisions about money; using and keeping money safe.</p> <p>What makes a community; shared responsibilities.</p> <p>PHSE- Relationships Respecting differences and similarities; discussing difference sensitively.</p>	<p>PHSE- Health and Wellbeing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.</p> <p>Medicines and household products; drugs common to everyday life.</p>
<p>Y5/6 Cycle A</p>	<p>Dynamic Dynasties</p> <p>PHSE- Relationships</p> <p>Managing friendships and peer influence.</p> <p>Physical contact and feeling safe</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination.</p>	<p>Sow, Grow and Farm</p> <p>PHSE- Health and Wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Keeping safe in different situations, including responding in emergencies and first aid</p> <p>Puberty</p>	<p>Groundbreaking Greeks</p> <p>PHSE- Living in the Wider World Protecting the environment; compassion towards others.</p> <p>Evaluating media sources; sharing things online</p> <p>Identifying jobs interests an aspirations; what influences career choices; workplace stereotypes</p>

Y5/6 Cycle B	<p>Maafa PHSE- Relationships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues.</p> <p>Recognising and managing pressure; consent in different situations.</p>	<p>Frozen Kingdoms</p> <p>PHSE- Living in the Wider World</p> <p>Valuing diversity; challenging discrimination and stereotypes.</p> <p>How information online is targeted; different media types; their role and impact</p> <p>Influences and attitudes to money; money and financial risks</p>	<p>Britain at War</p> <p>PHSE- Health and Wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Human Reproduction and birth; increasing independence; managing transitions.</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.</p>
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APPENDIX 2

KS1 PHSE Knowledge and Skills Progression

Y1 - Relationships	Y1 - Living in the Wider World	Y1 - Health and Wellbeing	Y1 Vocabulary
Families and Friendships- Childhood	Belonging to a Community- Bright Lights Big City	Physical Health and Mental Wellbeing- School Days	Family Responsibility

<p>The roles different people play in our lives. Identify people who love and care for them and what they do to help them feel cared for.</p> <p>Different kinds of families including those that may be different from their own.</p> <p>Identify common features of family life.</p> <p><u>Safe Relationships- Childhood</u></p> <p>Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>Knowing there are situations when they should ask for permission and also when their permission should be sought.</p> <p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>How people might feel if they experience hurtful behaviour or bullying.</p> <p>How to respond safely to adults they don't know.</p>	<p>What rules are, why they are needed and why rules are needed for different situations.</p> <p>How people and other living things have different needs; about the responsibilities of caring for them.</p> <p>Things they can do to help look after their environment.</p> <p><u>Media Literacy and Digital Resilience- Bright Lights Big City</u></p> <p>How the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p><u>Money and Work- Bright Lights Big City</u></p> <p>Everyone has different strengths.</p> <p>Jobs help people to earn money to pay for things.</p> <p>Different jobs that people they know or people who work in the community do.</p> <p>Some of the strengths and interests someone might need to do different jobs.</p>	<p>What keeping healthy means; different ways to keep healthy.</p> <p>Foods that support good health and the risks of eating too much sugar.</p> <p>How physical exercise helps us to stay healthy; and ways to be physically active everyday.</p> <p>Simple hygiene routines that can stop germs spreading.</p> <p>About dental hygiene and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> <p>How to keep safe in the sun and protect skin from sun damage.</p> <p>How to recognise and name different feelings.</p> <p>How to recognise what others might be feeling.</p> <p>About things that help people feel good.</p> <p><u>Growing and Changing- School Days</u></p> <p>Recognise what makes them special.</p> <p>Recognise ways in which we are unique.</p> <p>Recognise what they are good at and what they like and dislike.</p> <p>How to manage when finding things difficult.</p> <p><u>Keeping Safe- School Days</u></p>	<p>Man, woman, male, female</p> <p>Different Gender</p> <p>Emotions</p> <p>Feelings</p> <p>Online</p> <p>Behaviour</p> <p>Healthy</p> <p>Exercise</p> <p>Sunburn</p> <p>Dehydration</p> <p>Jobs</p> <p>Money</p> <p>Medicine</p> <p>Cream</p> <p>Emergency</p> <p>Private</p> <p>Pregnancy</p> <p>Birth</p> <p>Love</p> <p>Relationships</p> <p>Marriage</p> <p>Support</p> <p>Roles</p> <p>Community</p>
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<p>How to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p><u>Respecting ourselves and others- Childhood</u></p> <p>What is kind and unkind behaviour and how this can affect others. How to treat themselves and others with respect; how to be polite and courteous.</p>		<p>Rules and age restrictions that keep us safe.</p> <p>Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>Ways to keep safe in familiar and unfamiliar environments and how to cross the road safely.</p> <p>The people whose job it is to keep us safe.</p>	<p>Change Care</p>
<p>Y2 - Relationships</p>	<p>Y2 - Living in the Wider World</p>	<p>Y2 - Health and Wellbeing</p>	<p>Y2 Vocabulary</p>
<p><u>Families and Friendships- Movers and Shakers</u></p> <p>It is important to tell someone if something about their family makes them unhappy or worried. How people make friends and what makes a good friendship How to recognise when they or someone else feels lonely and what to do. Simple strategies to resolve arguments between friends positively. How to ask for help if a friendship is making them feel unhappy.</p>	<p><u>Belonging to a Community- Coastline</u></p> <p>The different groups they belong to. The different roles and responsibilities people have in the community. Recognise the ways they are the same as, and different to, other people.</p> <p><u>Media Literacy and Digital Resilience – Coastline</u></p> <p>The role of the internet in everyday life. Not all information seen online is true.</p> <p><u>Money and Work- Coastline</u></p>	<p><u>Physical Health and Mental Wellbeing- Magnificent Monarchs</u></p> <p>Why sleep is important and ways to rest and relax. That medicines can help people to stay healthy. Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. The people who help us to stay physically healthy. Different feelings that humans can experience.</p>	<p>Worried Bullying Trust Difference Cooperate Similarity Community Online Offline Fire safety Road safety Hazards Strengths Goals Information</p>

<p><u>Safe Relationships- Movers and Shakers</u> The importance of not keeping adults' secrets (only happy surprises that others will find out eventually) Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. That hurtful behaviour (on and offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable: how to report bullying; the importance of telling a trusted adult. That sometimes people behave differently online; including pretending to be someone they are not. What to do if they feel unsafe or worried for themselves or others.</p> <p><u>Respecting ourselves and others- Movers and Shakers</u> Recognise ways in which they are the same and different to others. How to listen to other people and play and work cooperatively.</p>	<p>What money is; forms that money comes in; that money comes from different sources. People make different choices about how to save and spend money. The difference between needs and wants; that sometimes people may not always be able to have the things they want. Money needs to be looked after; different ways of doing this.</p>	<p>How feelings can affect people's bodies and how they behave. Different things they can do to manage big feelings Recognise when they need help with feelings and how to ask for it. Change and loss, including death</p> <p><u>Growing and Changing- Magnificent Monarchs</u> Growing and changing from young to old and how people's needs change. To name the main parts of the body including external genitalia. Preparing to move to a new class/year group</p> <p><u>Keeping Safe - Magnificent Monarchs</u> Recognise risk in simple everyday situations and what action to take to minimise harm. How to keep safe at home and fire safety. Household products can be harmful if not used correctly. What to do if there is an accident and someone is hurt. How to get help in an emergency.</p>	<p>Healthy diet Disease Hygiene Vaccinations Medicine Unconscious Casualty Teenager Adult Elderly person Pregnancy Penis Vagina Vulva Testicles Nipples Breasts Breastfeed Baby Life-cycle Privates Stereotype</p>
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How to talk about and share their opinions on things that matter to them.		Things that people can put into their body or on their skin and how these affect how people feel	
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LKS2 PHSE Knowledge and Skills Progression

Y3 - Relationships	Y3 - Living in the Wider World	Y3 - Health and Wellbeing	Y3 Vocabulary
<p>Families and Friendships – Through the Ages</p> <p>A feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>Recognise and respect that there are different types of family structure; that families of all types can give family members love, security and stability.</p> <p>Recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>	<p>Belonging to a Community-Rock, Relics and Rumbles</p> <p>Recognise reasons for rules and laws; consequences of not adhering to laws. Recognise there are human rights, that are there to protect everyone. The relationship between rights and responsibilities.</p> <p>Media Literacy and Digital Resilience- Rock, Relics and Rumbles</p> <p>Recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p>	<p>Physical Health and Mental Wellbeing- Rock, Relics and Rumbles</p> <p>How to make informed decisions about health.</p> <p>Recognise habits can have both positive and negative effects on a healthy lifestyle. What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>Emperors and Empires</p> <p>How regular exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. Everyday things that affect feelings and the importance of expressing feelings.</p>	<p>Bullying</p> <p>Opinion</p> <p>Social media</p> <p>Consequence</p> <p>Self-respect</p> <p>Law</p> <p>Achievement</p> <p>Career</p> <p>Obesity</p> <p>Private</p> <p>Consent</p> <p>Vagina</p> <p>Vulva</p> <p>Penis</p> <p>Testicles</p> <p>Uterus</p>

<p><u>Safe Relationships- Through the Ages</u> The impact of bullying, including offline and online, and the consequences of hurtful behaviour. About privacy and personal boundaries; what is appropriate in friendships and wider relationships</p> <p><u>Respecting ourselves and others- Through the Ages</u> Personal behaviour can affect other people; recognise and model respectful behaviour online. Recognise the importance of self-respect and how this affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others in school and in wider society; strategies to improve or support courteous, respectful relationships.</p>	<p><u>Money and Work- Through the Ages</u> To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>There are a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. About stereotypes in the workplace and that a person’s career aspirations should not be limited by them. Some of the skills them will help them in their future careers e.g. teamwork, communication and negotiation.</p>	<p>A varied vocabulary to use when talking about feelings and how to express feelings in different ways.</p> <p><u>Growing and Changing- Emperors and Empires</u> Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. <u>Emperors and Empires</u> The difference between male and female bodies, including naming male and female body parts.</p> <p><u>Keeping Safe- Emperors and Empires</u> How to predict, assess and manage risks in different situations. Hazards that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. Strategies for keeping safe in the local environment or unfamiliar places and firework safety; safe use of digital devices when out and about.</p>	
<p>Y4 - Relationships</p>	<p>Y4 - Living in the Wider World</p>	<p>Y4 - Health and Wellbeing</p>	<p>Y4 Vocabulary</p>

Families and Friendships- Invasion

The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.

What constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships.

Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.

Safe Relationships- Invasion

Strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support.

Why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

Keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret.

Belonging to a Community- Misty Mountain, Winding River

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.

The different groups that make up a community; what living in a community means.

To value the different contributions that people and groups make to the community.

Media Literacy and Digital Resilience – Misty Mountain, Winding River

Some of the different ways information and data is shared and used online, including for commercial purposes.

How information on the internet is ranked, selected and targeted at specific groups; that connected devices can share information.

Money and Work- Invasion

Physical Health and Mental Wellbeing- Ancient Civilisations

The elements of a balanced, healthy lifestyle. What good physical health means; how to recognise early signs of physical illness.

Choices that support a healthy lifestyle and recognise what might influence these. How to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of life choices on dental care.

Growing and Changing- Ancient Civilisations

The physical and emotional changes that happen when approaching and during puberty.

Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.

How hygiene routines change during the time of puberty; the importance of keeping clean and how to maintain personal hygiene.

Keeping Safe- Ancient Civilisations

The importance of taking medicines correctly and using household products safely.

The risks and effects of legal drugs common in everyday life and their impact on health; recognise that drug use can become a habit which is difficult to break.

Why people choose to use or not use drugs.

Confidential
Pressure
Compassion
Community
Data
Voluntary work
Oral hygiene
Puberty
Hormones
Period
Spots/acne
Gender
Reproduction
Drug
Habit

<p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p><u>Respecting ourselves and others-</u> <u>Misty Mountain, Winding River</u></p> <p>Respect the differences and similarities between people and recognise what they have in common with others.</p> <p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>	<p>What might influence peoples decisions about a job or career.</p> <p>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>Identify the kind of job that they might like to do when they are older.</p> <p>Recognise a variety of routes into careers.</p>	<p>Organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p>	
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UKS2 PHSE Knowledge and Skills Progression

Y5 - Relationships	Y5 - Health and Wellbeing	Y5 - Living in the Wider World	Y5 Vocabulary
<p>Families and Friendships- <u>Dynamic Dynasties</u> Healthy friendships make</p>	<p>Physical Health and Mental Wellbeing- <u>Groundbreaking Greeks</u></p>	<p>Belonging to a Community- <u>Sow, Grow and Farm</u></p>	Prejudice

<p>people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; recognise the effect of online actions on others.</p> <p>How friendships change over time, making new friends and the benefits of having different types of friends. Friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>Recognise if a friend is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p><u>Safe Relationships- Dynamic Dynasties</u></p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>Seeking and giving permission in different situations.</p>	<p>How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>Bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>The benefits of sun exposure and risks of over exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p><u>Growing and Changing- Groundbreaking Greeks</u></p> <p>Strategies and behaviours that support mental health and wellbeing.</p> <p>Personal identity; what contributes to who we are.</p> <p>For some people gender identity does not correspond with their biological sex. Recognise their individuality and personal qualities.</p>	<p>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.</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment.</p> <p><u>Media Literacy and Digital Resilience - Sow, Grow and Farm</u></p> <p>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p><u>Money and Work- Sow, Grow and Farm</u></p> <p>People's spending decisions can affect others and the environment.</p> <p>Stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p>	<p>Discrimination</p> <p>Racism</p> <p>Homophobia</p> <p>Sexuality</p> <p>Menstruation</p> <p>Genitals</p> <p>Pubic hair</p> <p>Sanitary wear</p> <p>Tampons</p> <p>Semen</p> <p>Sperm</p> <p>Egg</p> <p>Ovum</p> <p>Ovary</p> <p>Fallopian tube</p>
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<p>Where to get advice and report concerns if worried about their own or someone else's personal safety.</p> <p><u>Respecting ourselves and others-</u> <u>Dynamic Dynasties</u></p> <p>About discrimination; what it means and how to challenge it.</p> <p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own.</p>	<p><u>Keeping Safe-</u> <u>Groundbreaking Greeks</u></p> <p>How to predict, assess and manage risk in different situations.</p> <p>What is meant by first aid; basic techniques for dealing with common injuries.</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>(Staff know that FGM is against British law, what to do and whom to tell if they think someone they know might be at risk.)</p>	<p>What might influence peoples decisions about a job or career.</p> <p>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>Identify the kind of job that they might like to do when they are older.</p> <p>Recognise a variety of routes into careers.</p>	
<p>Y6 - Relationships</p>	<p>Y6 - Living in the Wider World</p>	<p>Y6 - Health and Wellbeing</p>	<p>Y6 Vocabulary</p>
<p><u>Families and Friendships-</u> <u>Maafa</u></p> <p>Recognise that there are different types of relationships</p> <p>That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p>	<p><u>Belonging to a Community-</u> <u>Frozen Kingdoms</u></p> <p>Diversity; what it means, the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>	<p><u>Physical Health and Mental Wellbeing-</u> <u>Britain at War</u></p> <p>The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>Seeking support if they are worried about their health.</p>	<p>Peer pressure</p> <p>Anti-social behaviour</p> <p>Gangs</p> <p>Disclosure</p> <p>Reproductive organs</p> <p>Anus</p> <p>Cervix</p> <p>Womb</p>

<p>Marriage and civil partnership is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be life long.</p> <p>Forcing anyone to marry against their will is a crime; help and support is available to people who are worried about this for themselves and others. People who love and care for each other can be in a committed relationship living together, but may also live apart.</p> <p><u>Safe Relationships</u> Maafa How to respond safely and appropriately to adults they may encounter whom they do not know. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p><u>Respecting ourselves and others-</u> Maafa How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>	<p>Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p><u>Media Literacy and Digital Resilience – Frozen Kingdoms</u> Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. How text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p> <p><u>Money and Work- Frozen Kingdoms</u> The different ways to pay for things and the choices people have about this. People have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. People make spending decisions based on priorities, needs and wants. Ways to keep track of money</p>	<p>That mental health is part of daily life; the importance of taking care of mental health. Recognise warning signs about mental health and how to seek support for themselves and others. Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. Change and loss; including death and how these can affect feelings ways of expressing and managing grief and bereavement. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p><u>Growing and Changing- Britain at War</u> Knowledge of the human life cycle Where to get more information, help and advice about growing and changing, especially about puberty. The new opportunities and responsibilities that increasing independence may bring.</p> <p><u>Keeping Safe- Britain at War</u> Reasons for following and complying with regulations and restrictions.</p>	<p>Uterus Fertilisation Embryo Foetus Contraception Solvents Alcohol Nicotine Tobacco Wet dream Ejaculate</p>
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