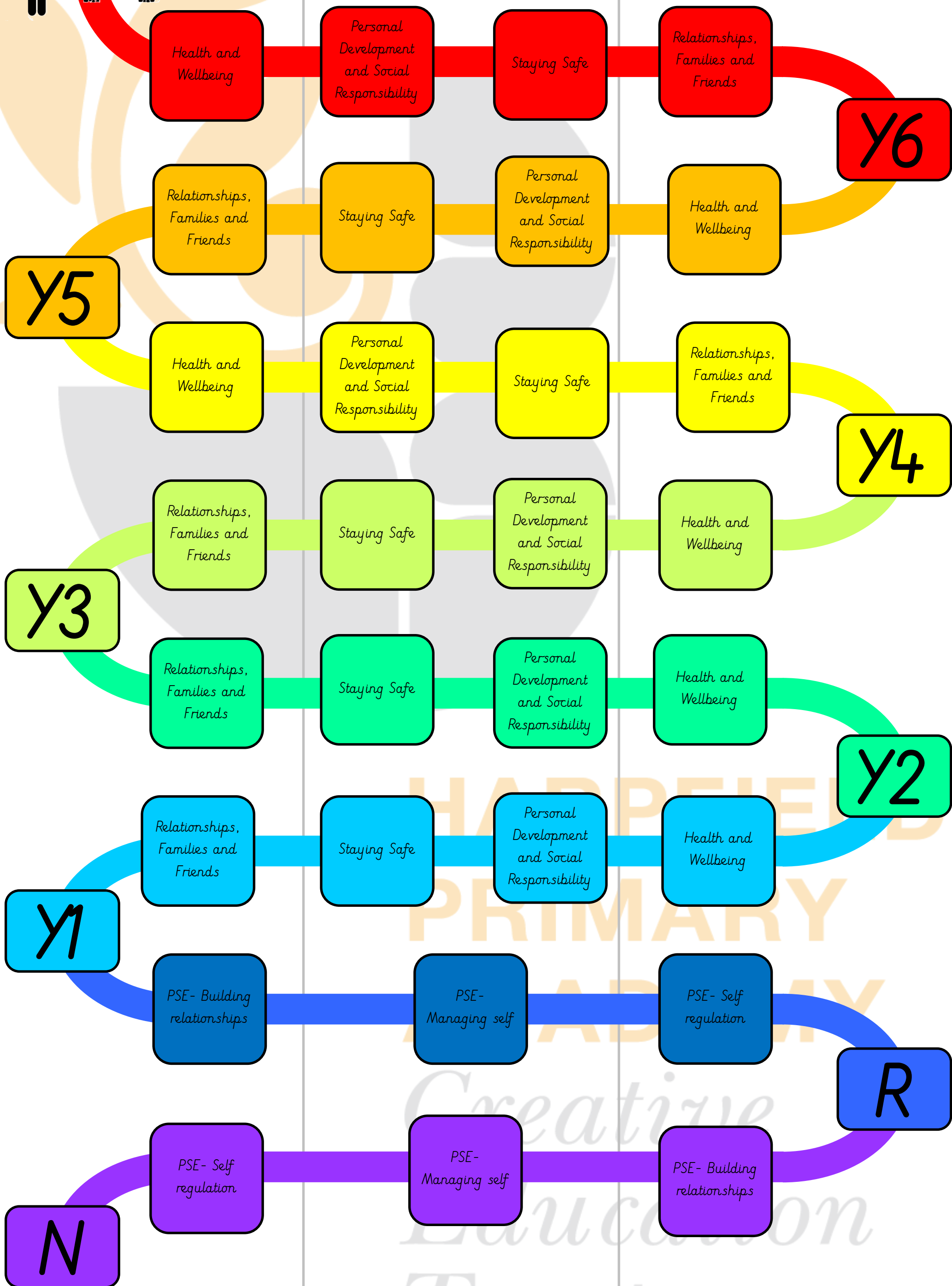


PSHE and RSE



Rationale

Our Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) /Health Education curriculum is designed to be inclusive and well-sequenced, enabling all pupils to progressively build their understanding as they move through the school. It focuses on cultivating positive characteristics, developing healthy behaviours and relationship skills and building positive attitudes and skills that will support children throughout their lives.

At its core, the curriculum is designed to promote healthy norms about relationships, physical health and mental health, ensuring that pupils develop respect for themselves and others. It is highly relevant, with a key focus on our contextual safeguarding, ensuring that learning reflects the real-life experiences, risks and environments that our pupils encounter both in school and in the wider community.

The purpose of our RSE curriculum is to equip pupils with the knowledge and skills they need to act with kindness and respect, enabling them to grow into kind and caring adults who value diversity, show empathy and respect others, while also being able to keep themselves and others safe. This strong foundation will prepare them effectively for the next stage of their education and ensure readiness for the expectations of secondary education.

Our curriculum places significant emphasis on understanding relationships. Pupils learn about a wide range of family structures, which are presented positively and inclusively, fostering respect and understanding of diversity. They are taught how to develop and maintain healthy relationships, recognise what makes relationships safe and respectful and understand the importance of trust, boundaries and consent in an age-appropriate way.

Safeguarding is embedded throughout. Pupils are taught how to recognise and report risks and abuse, including online, and are given clear strategies on how to report concerns and seek advice from trusted adults. Teaching includes understanding different forms of bullying, including cyberbullying, and how to respond safely and effectively. Through this, pupils are equipped to keep themselves and others safe and are introduced to both protective and preventative content that empowers them to make informed decisions.

Health and wellbeing are key components of the curriculum. Pupils are supported in making good decisions about physical health and mental wellbeing, including learning about the importance of good nutrition, sleep, exercise and dental hygiene. They develop an understanding of how to maintain a healthy lifestyle and recognise the links between physical and mental health.

In line with statutory requirements, pupils are taught about puberty, menstruation and human reproduction in appropriate year groups, linked to the compulsory science curriculum. Teaching is delivered sensitively and appropriately, using correct scientific terminology for body parts, to ensure clarity, accuracy and confidence.

Alongside RSE, our wider PSHE provision ensures pupils develop essential life skills. This includes learning related to economic wellbeing, financial education and careers awareness, helping pupils understand money management, the world of work, and their own aspirations for the future.

Overall, our curriculum is carefully structured to ensure progression, inclusivity and relevance. It supports pupils to grow into confident, respectful individuals who are able to navigate relationships safely and positively, contributing to a safe and supportive school culture while preparing them for the challenges and opportunities of later life.

Character Development is driven through our school values: collaboration, respect, equality, ambition, trust, independent, voice and empathy.

Our curriculum is rooted in the promotion of British Values:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of Different Faiths and Beliefs

We also actively embed the nine Protected Characteristics of the Equality Act 2010 to support inclusion, respect and equality:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

Children learn about identity, belonging and respect from a young age, helping create a safe, inclusive school culture.

To deepen understanding and make learning more meaningful, our PSHE and RSE programme is strongly connected to other curriculum areas:

- Computing and Online Safety: Through planned links with *Project Evolve* and digital citizenship education
- Science: Puberty, the human body, life cycles, hygiene, health and reproduction
- PE: Physical health, fitness, healthy lifestyles, teamwork
- Design and Technology: Healthy eating, food preparation, self-care
- Safeguarding Curriculum: Including personal safety, online safety, consent, recognising safe and unsafe situations
- Weekly assembly themes and themed days/ weeks in school e.g. National Careers Week, Cultural Day

These connections ensure pupils receive consistent, reinforced messages across the curriculum.



We also incorporate the essential life skills curriculum to enhance character development. This is interwoven throughout all school life, in addition to PSHE.

Skills Builder - a framework for building essential life-long skills to succeed and thrive as an active and responsible citizen in the wider world of the 21st Century.

The eight areas are highly transferable and cover interpersonal skills; self-management skills; communication skills and creative problem skills. The framework supports the wider development of our pupils alongside academic standards and a broad and balanced curriculum.

		Knowledge, skills and understanding
Year 6	Health and Wellbeing	REACP prior knowledge Physical Health How do good hygiene and medical care support our health? Mental Health and Drug Education How do people manage transitions? How do drugs impact people?
	Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS steps 6,7; SPK steps 5,6,7; P/S step 5; CRE step 6; S/P step 7; A/H step 7; L/Sh steps 6, 7; T/W step 7 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS How do we respectfully disagree? What is the difference between rules, rights and laws? Money How do people budget and look after their money? Growing and Changing How can my identity help me in a new school? World of Work (link to National Careers Week) How do challenges help you grow? (Grow throughout life) Why are qualifications important for jobs? (Explore possibilities) How can I stay positive when faced with change? (Manage career) What is it like to set up a business? (Create opportunities) How can I manage money? (Balance life and work) How might working life change in the future? (See the big picture)
	Staying Safe	REACP prior knowledge Online Safety What's real and what's fake online? + Project Evolve lessons Safety In and Outside the Home What should people do in an accident or an emergency? Safe Relationships How can pressure put people in danger?
	Relationships, Families and Friends	REACP prior knowledge Friendships What is the impact of loneliness? Hurtful Behaviour and Bullying What is discrimination? Families and Close Relationships What does a healthy committed relationship look like?

Year 5	Health and Wellbeing	REACP prior knowledge Physical Health How can healthy habits help us? (balanced diet, exercise, sleep, water etc) What are the risks associated with an inactive lifestyle and eating a less healthy diet? Mental Health and Drug Education What support is available for mental health? Why are smoking, vaping and alcohol harmful?
	Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS steps 5,6; SPK step 5; P/S step 4; CRE steps 4,5; S/P step 6; A/H step 6; L/Sh step 5; T/W steps 5,6 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS Why does being different make the world interesting? How do stereotypes and prejudices impact people's lives? Money How do people use money sensibly? Growing and Changing What is reproduction? (Correct terminology and names of organs will be used. The process of reproduction will be explained- links to Science.) World of Work (link to National Careers Week) What are skills? (Grow throughout life) What skills do people need for different jobs? (Explore possibilities) How can I make good decisions? (Manage career) Which jobs might be needed in the future? (Create opportunities) Why do people work for charities? (Balance life and work) How can we prevent harmful work? (See the big picture)
	Staying Safe	REACP prior knowledge Online Safety How can people use social media safely? + Project Evolve lessons Safety In and Outside the Home How do rules and restrictions keep people safe? What are the concepts of basic first aid? Mini First Aid training Safe Relationships What are the risks of online relationships?
	Relationships, Families and Friends	REACP prior knowledge Friendships How might friendships change over time? Hurtful Behaviour and Bullying What is the impact of bullying? Families and Close Relationships What does diversity in relationships look like?

Year 4	Health and Wellbeing	REACP prior knowledge Physical Health What makes a healthy diet? Links to Science and Food Technology How can I look after my teeth and why is it important? Mental Health and Drug Education How can people look after their mental health? (Including self-regulation.) How does loss impact people's emotions?
	Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS step 4; SPK step 4; P/S step 3; CRE step 4; S/P step 5; A/H step 5; L/Sh step 4; T/W step 4 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS How can I respectfully manage conflicts? Why should we respect living things? Money What are the risks of gambling? Growing and Changing What happens during puberty, including menstruation?
	Staying Safe	REACP prior knowledge Online Safety What is personal data and how is it used? + Project Evolve lessons Safety In and Outside the Home What keeps you safe when you go out? Cover: road safety, water safety, firework safety, railway safety, emergency service call ROAD SAFETY (CONEXTUAL SAFEGUARDING) Do I understand the Stop, Look, Listen and Think sequence and safer places to cross the road? Do I know my responsibilities as a pedestrian, cyclist, or passenger in a car or on public transport? Do I understand the key road skills that I will need when I am old enough to travel without an adult? Safe Relationships What are personal boundaries and what is consent?
	Relationships, Families and Friends	REACP prior knowledge Friendships What do online friendships look like? Hurtful Behaviour and Bullying What is cyberbullying? Families and Close Relationships What does a healthy family look like?

Year 3	Health and Wellbeing	REACP prior knowledge Physical Health How do exercise and sleep improve our health? What are the risks of sun exposure? How do we stay safe in the sun? Mental Health and Drug Education How can feelings change over time?
	Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS step 3; SPK step 3; P/S step 3; CRE step 3; S/P step 4; A/H step 4; L/Sh step 3; T/W step 3 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS How do people show respect? Why is diversity in a community good? Money How do people choose to spend their money? How do people keep money safe at home, outside the home or in a bank account? Growing and Changing What are my personal responsibilities as I grow up? The World of Work (link to National Careers Week) What does success look like ? (Grow throughout life) What are careers sectors? (Explore possibilities) What is a career journey? (Manage career) Who can help me improve? (Create opportunities) How can I balance work at school and at home? (Balance life and work) How does technology impact jobs? (See the big picture)
	Staying Safe	REACP prior knowledge Online Safety Is the internet a good thing? + Project Evolve lessons Safety In and Outside the Home What hazards are at home and how do we make them safe? How can people stay safe and happy out and about? The Green Cross Code Safe Relationships What makes a respectful relationship? How can I identify trusted adults and other sources of advice?
	Relationships, Families and Friends	REACP prior knowledge Friendships How can I build positive friendships? Hurtful Behaviour and Bullying Can I spot unkind behaviour and bullying? Families and Close Relationships What are different types of relationships? Link to protected characteristics

		Knowledge, skills and understanding
Year 2	Health and Wellbeing	REACP prior knowledge Physical Health How can we stay safe in the sun? How can we stop germs from spreading? Mental Health and Drug Education How can people get help with their feelings? What things can people do to feel better?
	Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS step 2; SPK step 2; P/S step 2; CRE step 2; S/P steps 2, 3; A/H steps 2, 3; L/Sh step 2; T/W step 2 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS How can people be kind? What is a community? Money What do people do with their money? (Include different ways of paying, spending and saving, accounts.) What is the difference between needs and wants? Growing and Changing What changes happen as we grow up? The World of Work (link to National Careers Week) What am I good at? (Grow throughout life) Why do some jobs have uniforms? (Explore possibilities) What jobs can I do in school? (Manage career) What would I like to do in the future? (Create opportunities) What happens when you start a job? (Balance life and work) How can schools and jobs protect the environment? (See the big picture)
	Staying Safe	REACP prior knowledge Online Safety Should people believe everything online? + Project Evolve lessons Safety In and Outside the Home Who keeps us safe? Mini First Aid training session What are age restrictions and why are they important? Safe Relationships Which adults are safe to talk to? How can people stay safe when someone talks to them online?
	Relationships, Families and Friends	REACP prior knowledge Friendships What should friends do if they feel upset with each other? Hurtful Behaviour and Bullying What is bullying? Families and Close Relationships How are all families different? Link to protected characteristics

Year 1	Health and Wellbeing	REACP prior knowledge Physical Health Why are exercise and sleep good for us? Where does food come from? Which foods are good for us? Link to Science and Food Technology How do we keep our teeth healthy? (Brilliant Brushers from EYFS) Mental Health and Drug Education What are the names of different feelings? What harms or helps people's bodies and minds? (Include medicines and harmful products that might be in the home)
	Personal Development and Social Responsibility	REACP prior knowledge Essential life skills: LIS steps 0, 1; SPK steps 0, 1; P/S steps 0, 1; CRE steps 0, 1; S/P steps 0, 1; A/H steps 0, 1; L/Sh steps 0, 1; T/W steps 0, 1 Respecting Ourselves and Others LINK TO PROTECTED CHARACTERISTICS How are people the same and different? What does it mean to be in a group? Money What is money? Growing and Changing What are the names of the different body parts (including nipples, scrotum, testicles, vagina, vulva, penis)? The World of Work (link to National Careers Week) Who can I trust to ask for help? (Grow throughout life) What jobs do people around me do? (Explore possibilities) Who do I look up to? (Manage career) Can we run a shop together? (Create opportunities) How can I volunteer? (Balance life and work) How are jobs in the past different to now? (See the big picture)
	Staying Safe	REACP prior knowledge Online Safety What do people use the internet for? + Project Evolve lessons Safety In and Outside the Home What is a hazard? How can people stay safe and happy at home? How can people stay safe and happy out and about? The Green Cross Code and safe strangers Safe Relationships What is privacy and what should be kept private? (Talk PANTS rule from NSPCC) What are personal boundaries? What is a trusted adult? What can I do if I feel unsafe?
	Relationships, Families and Friends	REACP prior knowledge Friendships How can I make friends? Hurtful Behaviour and Bullying What is unkind behaviour? Families and Close Relationships Why is family important?

		Knowledge, skills and understanding
Reception	PSE-Reception-Self-Regulation	See themselves as a valuable individual. Build constructive and respectful relationships. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	PSE-ELG- Self-Regulation	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Essential life skills: LIS steps 0, 1; SPK steps 0, 1; P/S steps 0, 1; CRE steps 0, 1; S/P steps 0, 1; A/H steps 0, 1; L/Sh steps 0, 1; T/W steps 0, 1
	Careers and The World of Work (link to National Careers Week)	Who can help me? (Grow throughout life) (help, police officer, lollipop person, parent, carer) What jobs are there in school? (Explore possibilities) Do people enjoy their jobs? (Manage career) What can I sell in my magical shop? (Create opportunities) (Customer, shop, magical, creatures, care, counter, buying, selling) What is work and what is rest? (Balance life and work) What can we learn about jobs from a story? (See the big picture) (Farmer, bus driver, post person, jobs, outdoor, help, crops, aboard)
	PSE- Reception-Managing Self	Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.
	PSE-ELG- Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	PSE- Reception-Building Relationships	Think about the perspective of others. Manage their own needs. Work and play cooperatively and take turns with others.
	PSE- ELG- Building Relationships	Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. (<i>See Reading Curriculum document.</i>)

Knowledge, skills and understanding

Nursery

PSE- Birth to 3 years- Self-Regulation	Find ways to calm themselves, through being calmed and comforted by their key person. Establish a sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal.
PSE- 3-4 years- Self-Regulation	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (continuous provision) Develop a sense of responsibility and membership of a community. (See Reading Curriculum document).
PSE- Birth to 3 years- Managing self	Find ways of managing transitions. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. (e.g. Visit to the library. School trip) Feel strong enough to express a range of emotions. Grow in independence, rejecting help. Sometimes this leads to feelings of frustration and tantrums. Being to show 'effortful control'. Be increasingly able to talk about and manage their emotions.
PSE- 3-4 years- Managing self	Become more outgoing with unfamiliar people, in the safe context of their setting. (Engaging with different members of staff.) Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried' (through storytelling and explicit PSED input).
PSE- Birth to 3 years- Building Relationships	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. (See Reading Curriculum document.) Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories.
PSE- 3-4 years- Building Relationships	Are talking about their feelings in more elaborated ways. Begin to understand how others might be feeling.