



# RSHE Policy

2022 - 2023



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TEAGUES BRIDGE PRIMARY SCHOOL  
Relationships, Sex and Health Education Policy

Written on:	20 <sup>th</sup> October 2020
Reviewed on:	20 <sup>th</sup> October 2022
Staff Responsibility	Sarah Abdulla Natalie Woods
Governor responsibility	Steve Reynolds

**The Purpose of this policy-**

- Clarify the legal requirement and responsibilities of the school.
- Clarify the school's approach to relationships and sex education (RSHE) for the 21<sup>st</sup> Century for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the RSHE education programme.
- Provide a basis for evaluating the effectiveness of the school RSHE programme.
- Reinforce the role of the schools in contributing to local and national strategies.

**Aims**

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.

- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Raise and promote positive self-esteem.
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others.
- Help pupils communicate and understand their feelings and emotions.
- Provide pupils with skills necessary to keep themselves happy and safe.
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities.
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions.
- Develop the confidence to seek help, support, and advice.

### Statutory Requirements

As a maintained Special School with Primary aged pupils we must provide relationships education as per section 34 of the [Children and Social work act 2017 for primary aged pupils and relationships and sex education](#), we must have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

For Primary aged pupils we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. As a school we have made the decision to provide sex education in an appropriate way to meet the needs and cognitive ability of our pupils.

At Teagues Bridge Primary School we teach RSE as set out in this policy.

## Policy Development

It might look like below.

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

1. **Review** – RSHE task group comprising of teaching staff, PSHE, Science, Computing, R.E. P.E. Leads, School Governors and parents of students from Primary and Secondary phases of School pulled together all relevant information including relevant national and local guidance.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy.
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE.
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

## Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity, as pupils progress from the primary to secondary phase of school.

RSE involves a combination of sharing information, and exploring issues and values, which our pupils understand through accessible education.

RSE is **not** about the promotion of sexual activity.

## Curriculum

Our curriculum is set out as per Appendix 2, but we may need to adapt it as and when necessary. It is underpinned by the statutory expectations as set out by the DfE in Appendix 1.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education is not compulsory in primary schools, it is up to your school to determine whether you need to cover any additional content on sex education to meet the needs of your pupils.

At Teagues Bridge, primary sex education will be taught in year 5 and year 6 and will focus on:

- Providing a framework and forum for pupils in which sensitive discussions can take place around sex education.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach children about their bodies and how they will change.

This will be done through PSHE, RSHE and Science.

Parents do have the right to withdraw their child from sex education through the RSHE or the PSHE, but they cannot withdraw them from the areas taught through the science curriculum.

For more information about our curriculum, see our curriculum map in Appendix 2.

### Delivery of the curriculum

RSE is taught within the personal, social and health (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

### **For Primary aged pupils**

Relationship's education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 2.

**Relationship to other policies** : This policy has links to School policies on Safeguarding, Child Protection, Health and Safety, Confidentiality, PSHE, Healthy Schools, School Visits, Manual Handling and personal care, Anti-bullying Policy, Equality Policy, Science, P.E. Computing. R.E. D&T.

### **The Governing body**

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

### **The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### **Staff**

Staff are responsible for:

- Teaching aspects that mainstream pupils will acquire through their development, such as understanding the term 'private'.
- Delivering RSE in a sensitive way, ensuring that all pupils and students understand the terminology.
- Revisiting learning
- Adapting learning to meet the learning needs of the pupils and students.
- Using appropriate vocabulary
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### **Pupils and students**

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

### **Parents' right to withdraw.**

For primary aged pupils' parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

In all cases the Headteacher/PSHE/RSE Lead will meet with parents to understand their decision to withdraw and highlight the benefits of receiving this education with their peers. In this way pupils and students will receive accurate information.

See Appendix 3 for the right to withdraw form.

### **Professional Development and Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Staff have accessed the DfE training materials linked to all aspects of RE-RSE-HE.

### **Monitoring Arrangements**

The delivery of RSE is monitored by subject leaders in Science, PSHE, Computing, RE through:

Planning scrutinies, learning walks, book looks. Talking to pupils/students and talking to staff.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Subject leaders for Science, PSHE/RSE Lead on an annual basis. At every review, the policy will be approved by (the governing board/committee name/governor name/the Headteacher).

### **Local and national guidelines**



This policy has been written in consultation with the following guidance.

- Sex and Relationship Education Guidance July 2020
- QCA PSHE Curriculum Framework for Schools 2000
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social, and cultural (SMSC))

This policy applies to all staff, pupils, parents/carers, governors, and outside agencies working within the school.

## Appendix I

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>● 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.</li> <li>● 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● 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.</li> <li>● 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.</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g., family, school and/or other sources</li> </ul>

By the end of secondary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
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TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships.</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony?</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>● 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 people in positions of authority and due tolerance of other people's beliefs.</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable?</li> <li>● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>● Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content.</li> <li>● That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual, and reproductive health and wellbeing.</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy, and options available</li> <li>● The facts around pregnancy including miscarriage.</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>





Appendix 2

Teagues School Primary School - RSE Scheme of Work

# PSHE/RSE/SMSC Overview Year R/1

September 2020-July 2021

Base 2



As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals, and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month.

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation
Perseverance	Optimism	Self-control	Self-belief		

Year R/1 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
<p>Being me in my world The world and us</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>The characteristics of friendships, including mutual respect.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others even when they are different from them.</li> <li>The conventions of courtesy and manners</li> <li>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.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>How to recognise and talk about their emotions</li> </ul>	<ul style="list-style-type: none"> <li>The Role of the Police in keeping us safe (SO).</li> <li>The Royal Family and their role in modern Britain (C)</li> <li>Understanding the world (M, SO, C, SP)</li> <li>Sports relief (SO, M)</li> <li>Children in Need (SO, M)</li> <li>How Parliament works (SO)</li> <li>Who has the right to go to school? (SO)</li> <li>The freedom to vote (SO)</li> <li>What are Rules? (Cornerstones) (D)</li> </ul>			<ul style="list-style-type: none"> <li>Current age-appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news.</li> <li>Picture news to be used as a focus for guided reading – non-fiction and weekly P4C activity.</li> </ul>
<p>Celebrating difference – The same but different (Relationships – families and people who care for me. Caring friendships)</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>That healthy friendships are positive and welcoming towards others.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them.</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>How to ask for advice or help for</li> </ul>	<ul style="list-style-type: none"> <li>Expect respect (M, SO, C)</li> <li>I know that people have different skin colour, can live in different countries and have different beliefs (M, SO, C)</li> <li>My family and me – Todd Parr.</li> <li>I understand the severity of racism (M, SO, C)</li> <li>My friends and I, how we are similar but unique (C)</li> <li>What do I believe in? How does this affect my life? (SP)</li> </ul>	<ul style="list-style-type: none"> <li>Tackling homophobia, biphobia, transphobia, and all forms of bullying.</li> <li>Revisit knowledge of Parliament and voting</li> </ul>		<ul style="list-style-type: none"> <li>What do I believe in? How does this affect my life (SP)?</li> <li>Picture news to be used as a focus for guided reading – non-fiction and weekly P4C activity.</li> </ul>

	<p>themselves or others and to keep trying until they are heard</p> <ul style="list-style-type: none"> <li>• How to report concerns or abuse</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That bullying has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support, including whom in school they should speak to if they are worried.</li> </ul>				
<p>Dreams and Goals Rights and Responsibilities</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• The importance of respecting others</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions.</li> <li>• Where and how to seek support or help</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week and understanding how to resist peer pressure and when this might happen.</li> <li>• Friendship - What is a Friend and how can I be a good friend?</li> <li>• What are rules and why are they important?</li> <li>• School rules - What rules</li> </ul>	<ul style="list-style-type: none"> <li>• My hobbies in and out of school and how this makes me feel (C)</li> <li>• What are my aspirations - Where do I see myself as an adult? (SO)</li> <li>• What does freedom mean? What does it look like? Is it the same in all countries (M, C)?</li> <li>• E-Safety - Keeping safe on-line. What do I do if I am worried when on the computer</li> </ul>		<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• School Parliament (SP, SO)</li> <li>• Playground Pals (SP, C)</li> <li>• How do I contribute to my community? And help to improve my local area (SO)</li> <li>• What makes an excited learner? How do you provide awe and wonder for your pupils?</li> <li>• Anti-bullying week.</li> <li>• Picture news to be used as a focus for guided reading - non-fiction and weekly P4C activity.</li> </ul>
<p>Healthy me - Healthy mind, healthy body (Health Education - mental well-being, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• The benefits of exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques</li> <li>• Where and how to seek support</li> </ul> <p>Physical health and fitness</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this.</li> <li>• The risks associated with an inactive lifestyle.</li> <li>• How and when to seek support if they</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy lunchbox - Why is it important to eat healthy food.</li> <li>• Identifying and sorting different foods</li> <li>• RSE - Y1 Lesson 1 - Amazing me - use me as a baby resource.</li> <li>• RSE - Y1 lesson 3 - Animals and their babies - Use baby animals' resources</li> <li>• Care and Commitment - The importance of hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Stranger Danger</li> <li>• E-safety (M, Sp, SO)</li> <li>• Road safety (M, SO)</li> <li>• Water Safety (M, SP)</li> <li>• Fire Safety (M, SP)</li> <li>• Rail Safety (M, SP, SO)</li> </ul>		<ul style="list-style-type: none"> <li>• Picture news to be used as a focus for guided reading - non-fiction and weekly P4C activity.</li> </ul>

	<p>are worried about their health</p> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet?</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours.</li> </ul> <p>Health and prevention</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illnesses.</li> <li>• About personal hygiene and germs, how they are spread and treated and the importance of handwashing</li> </ul>				
<p><b>Relationships</b> (Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life</li> <li>• That other families sometimes look different from their own family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be of different types, are the heart of happy families, and are important for children's security as they grow up.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure and how people choose and make friends.</li> <li>• The characteristics of friendships</li> <li>• How to recognise who to trust and who not to trust</li> </ul> <p>Respectful relationships</p>			<ul style="list-style-type: none"> <li>• What is a friend - Stories relating to friendships?</li> <li>• How are my friends the same/different to me? (SP, SO)</li> <li>• Healthy relationships - RSE - Explore this through books - Families and friends.</li> <li>• What does it mean to be British?</li> </ul>	<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• Self-confidence and self-awareness (SP)</li> <li>• Managing feelings and behaviour (M) Picture news to be used as a focus for guided reading - non-fiction and weekly P4-C activity.</li> </ul>

	<ul style="list-style-type: none"> <li>• The importance of respecting others</li> <li>• The importance of permission seeking and giving in relationships with friends, peers and adults.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• Where to get advice</li> </ul> <p>During science on seasonal changes (summer)</p> <ul style="list-style-type: none"> <li>• How to stay safe in the sun.</li> </ul>				
<p><b>Changing me Me the successful learner</b> (Health Education - Drugs, Alcohol, Tobacco, Health and Prevention, Basic First Aid)</p>	<p>Changing adolescent body</p> <ul style="list-style-type: none"> <li>• Some physical changes to their body from a baby</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• What sort of boundaries are appropriate in friendships and others?</li> <li>• About the concept of privacy and the implications of it for both children and adults</li> <li>• That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact</li> </ul>			<ul style="list-style-type: none"> <li>• Medicines - How they can change the way you feel (M, SP, C)</li> <li>• NHS - who helps us when we are not well? Different health care professionals we might see (health visitors, school nurse, nurses, doctors, dentist, SALT) (SO)</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me an excited learner? (SP)</li> <li>• How do you provoke awe and wonder and instill curiosity in lessons?</li> <li>• Magic learning habits to be revisited every term</li> </ul>



# PSHE/RSE/SMSC Overview Year R/Base

September 2020-July 2021



As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month.

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation

Year R ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
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<p>Being me in my world The world and us</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• That healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different.</li> <li>• 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.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• Where to get advice.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions</li> </ul>	<ul style="list-style-type: none"> <li>• The Role of the Police in keeping us safe (SO).</li> <li>• The Royal Family and their role in modern Britain (C)</li> <li>• Understanding the world (M, SO, C, SP)</li> <li>• Sports relief (SO, M)</li> <li>• Children in Need (SO, M)</li> <li>• How Parliament works (SO)</li> <li>• Who has the right to go to school? (SO)</li> <li>• The freedom to vote (SO)</li> </ul>			<ul style="list-style-type: none"> <li>• Current age-appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news,</li> </ul>
<p>Celebrating difference ~ The same but different (Relationships ~ families and people who care for me. Caring friendships)</p>	<p>Families and people who care for us.</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>• The characteristics of friendships</li> <li>• 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.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• About different types of bullying, the impact of bullying and how to get help.</li> </ul>	<ul style="list-style-type: none"> <li>• Expect respect (M, SO, C)</li> <li>• I know that people have different skin colour, can live in different countries and have different beliefs (M, SO, C)</li> <li>• I understand the severity of racism (M, SO, C)</li> <li>• My friends and I, how we are similar but unique (C)</li> <li>• What do I believe in? How does this affect my life? (SP)</li> </ul>			<ul style="list-style-type: none"> <li>• What do I believe in? How does this affect my life? (SP)</li> </ul>

<p><b>Dreams and Goals Rights and Responsibilities</b></p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions or courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness.</li> </ul> <p>Mental wellbeing.</p> <ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions.</li> <li>• Simple self-care techniques.</li> <li>• Where and how to seek support.</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week and understanding how to resist peer pressure and when this might happen.</li> <li>• Friendship - What is a Friend and how can I be a good friend?</li> <li>• What are rules and why are they important?</li> <li>• School rules - Whale rules</li> </ul>	<ul style="list-style-type: none"> <li>• My hobbies in and out of school and how this makes me feel (C)</li> <li>• What are my aspirations - Where do I see myself as an adult? (SO)</li> <li>• What does freedom mean? What does it look like? Is it the same in all countries (M, C)</li> </ul>		<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• School Parliament (SP, SO)</li> <li>• Playground Pals (SP, C)</li> <li>• How do I contribute to my community? And help to improve my local area (SO)</li> <li>• What makes an excited learner? How do you provide awe and wonder for your pupils?</li> <li>• Anti-bullying week.</li> </ul>
<p><b>Healthy me Healthy mind, healthy body</b> (Health Education - mental well-being, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>• Recognise who to trust and who not to trust and how to seek advice from others if needed.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• The benefits of physical exercise and time outdoors on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> <p>Physical health and fitness</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into your routine.</li> </ul> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet?</li> <li>• The characteristics of a poor diet and the risks associated with unhealthy eating.</li> </ul> <p>Health and prevention</p> <ul style="list-style-type: none"> <li>• The importance of sufficient good quality sleep for good health and that a lack sleep can affect weight, mood and ability to</li> </ul>		<ul style="list-style-type: none"> <li>• Stranger Danger</li> <li>• E-safety (M, Sp, SO)</li> <li>• Road safety (M, SO)</li> <li>• Water Safety (M, SP)</li> <li>• Fire Safety (M, SP)</li> <li>• Rail Safety (M, SP, SO)</li> <li>• The importance of hygiene</li> <li>• Healthy lunch-boxes</li> </ul>		

	<p>learn.</p> <ul style="list-style-type: none"> <li>About personal hygiene and germs including bacteria, viruses and how they are spread and treated and the importance of hand washing.</li> </ul> <p>Being safe How to respond appropriately and safely to adults they may encounter whom they do not know.</p>				
<p><b>Relationships</b> (Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>The characteristics of healthy family life</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>About different types of bullying, the impact of bullying and how to get help.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships?</li> <li>How to recognise and report feelings of being unsafe</li> <li>That there is a normal range of emotions and scale of emotions that all humans experience</li> <li>How to recognise and talk about their emotions</li> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>Isolation and loneliness can affect children and it is very important to discuss their feelings with an adult.</li> </ul>			<ul style="list-style-type: none"> <li>What is a friend?</li> <li>How are my friends the same/different to me? (SP, SO)</li> <li>What does it mean to be British?</li> <li>Healthy relationships with friends and family - RSE.</li> </ul>	<ul style="list-style-type: none"> <li>Magic learning habits</li> <li>Self-confidence and self-awareness (SP)</li> <li>Managing feelings and behaviour (M)</li> </ul>
<p><b>Changing me</b> <b>Me the successful learner</b></p>	<p>Being safe</p> <ul style="list-style-type: none"> <li>That each person's body belongs to them.</li> </ul> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet?</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating</li> </ul>			<ul style="list-style-type: none"> <li>Medicines - How they can change the way you feel (M, SP, C)</li> <li>NHS - who helps us when we are not well? Different health care professionals we might see (health</li> </ul>	<ul style="list-style-type: none"> <li>What makes me an excited learner? (SP)</li> <li>How do you provoke awe and wonder and instill curiosity in lessons?</li> </ul>

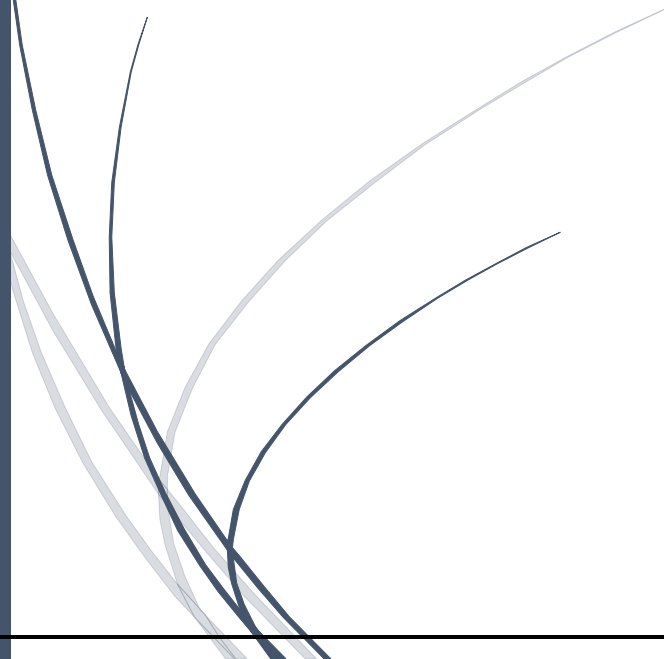
(Health Education -  
Drugs, Alcohol,  
Tobacco, Health  
and Prevention,  
Basic First Aid)

visitors, school nurse,  
nurses, doctors, dentist,  
SALT) (SO)



# PSHE/RSE/SMSC Overview Year 1/2 ~ Base 3

September 2020-July 2021



As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month.

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation

Year 1/2 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
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<p>Being me in my world The world and us</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>The characteristics of friendships, including mutual respect.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others even when they are different from them.</li> <li>The conventions of courtesy and manners</li> <li>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.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>How to recognise and talk about their emotions</li> </ul>	<ul style="list-style-type: none"> <li>The Role of the Police in keeping Britain safe and good order (SO).</li> <li>The Royal Family and their role in modern Britain (C)</li> <li>Understanding the world (M, SO, C, SP)</li> <li>Children in Need (SO, M)</li> <li>How Parliament works and how it affects me. Linked to the Gunpowder Plot and Emily Wilding Davison. (SO)</li> <li>My right to vote to make a change.</li> <li>Why do some children have to work rather than go to school?</li> <li>What are Laws? (D)</li> </ul>			<ul style="list-style-type: none"> <li>Current age-appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news, using first news (SP, M, C, SO)</li> </ul>
<p>Celebrating difference The same but different (Relationships - families and people who care for me. Caring friendships)</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>That healthy friendships are positive and welcoming towards others.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them.</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>How to ask for advice or help for</li> </ul>	<ul style="list-style-type: none"> <li>Expect respect (M, SO, C)</li> <li>I know about significant people who have changed history and changed people's lives (M, SO, C)</li> <li>My friends and I, how we are similar but unique (C)</li> <li>I know that people have different skin colour, can live in different countries and have different beliefs - Race equality (M, SO, C)</li> <li>Different forms of bullying - linked to anti-bullying week.</li> <li>What do I believe in? How does this affect my life? (SP)</li> </ul>			<ul style="list-style-type: none"> <li>What do I believe in? How does this affect my life (SP)</li> </ul>

	<p>themselves or others and to keep trying until they are heard</p> <ul style="list-style-type: none"> <li>• How to report concerns or abuse</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That bullying has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support, including whom in school they should speak to if they are worried.</li> </ul>				
<p>Dreams and Goals Rights and Responsibilities</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• The importance of respecting others</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions.</li> <li>• Where and how to seek support or help</li> </ul>	<ul style="list-style-type: none"> <li>• Different forms of bullying - linked to anti-bullying week. SENSE DVD - Staying safe section 2 Bullying.</li> <li>• E-safety week - SENSE DVD Staying safe section 2 internet safety.</li> </ul>	<ul style="list-style-type: none"> <li>• My hobbies in and out of school and how this makes me feel (C)</li> <li>• What are my aspirations - Where do I see myself as an adult? (SO)</li> <li>• What does freedom mean? What does it look like? Is it the same in all countries (M, C)</li> </ul>		<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• School Parliament (SP, SO)</li> <li>• Playground Pals (SP, C)</li> <li>• How do I contribute to my community? And help to improve my local area (SO)</li> <li>• What makes an excited learner? How do you provide awe and wonder for your pupils?</li> <li>• Anti-bullying week.</li> </ul>
<p>Healthy me Healthy mind, healthy body (Health Education - mental well-being, internet safety, Physical health and fitness, healthy eating, Changing</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• The benefits of exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques</li> </ul> <p>Physical health and fitness</p> <ul style="list-style-type: none"> <li>• Where and how to seek support</li> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy lunch - Food plate - Create a fruit salad.</li> <li>• RSE - Y1 lesson 2 - Same but different - use same but different resources (Stonewall)</li> <li>• RSE - Y2 Lesson 1 - I can do - use the resource 'What can I do? And Growing up.</li> <li>• Importance of hygiene - Care and Commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Stranger Danger</li> <li>• Road safety (M, SO)</li> <li>• Water Safety (M, SP)</li> <li>• Fire Safety (M, SP)</li> <li>• Rail Safety (M, SP, SO)</li> </ul>		



<p>adolescent body)</p>	<ul style="list-style-type: none"> <li>• The risks associated with an inactive lifestyle.</li> <li>• How and when to seek support if they are worried about their health</li> </ul> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet?</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours.</li> </ul> <p>Health and prevention</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illnesses.</li> <li>• About personal hygiene and germs, how they are spread and treated and the importance of handwashing</li> </ul>				
<p>Relationships (Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life</li> <li>• That other families sometimes look different from their own family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be of different types, are the heart of happy families, and are important for children's security as they grow up.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure and how people choose and make</li> </ul>			<ul style="list-style-type: none"> <li>• How are my friends the same/different to me? (SP, SO)</li> <li>• What does it mean to be British?</li> <li>• Expect respect - Understanding domestic abuse - Friends, secrets and people who help us.</li> </ul>	<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• Self-confidence and self-awareness (SP)</li> <li>• Managing feelings and behaviour (M)</li> </ul>

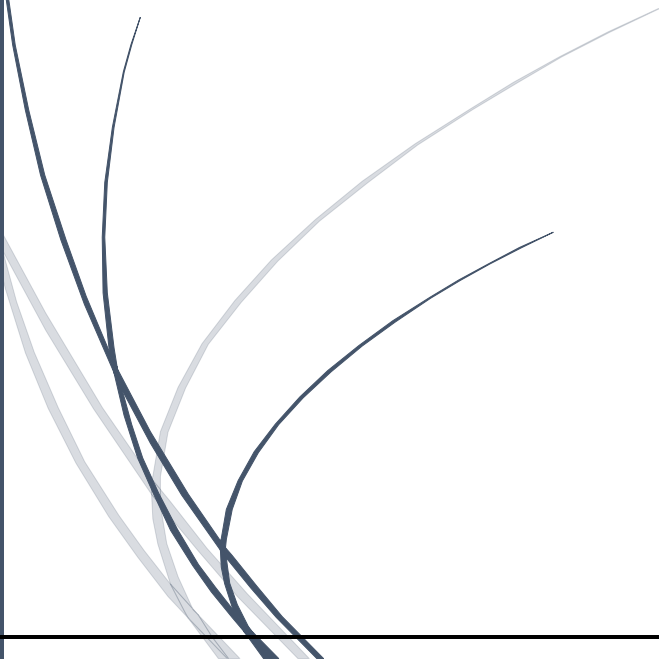
	<p>friends.</p> <ul style="list-style-type: none"> <li>• The characteristics of friendships</li> <li>• How to recognise who to trust and who not to trust</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• The importance of respecting others</li> <li>• The importance of permission seeking and giving in relationships with friends, peers and adults.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• Where to get advice</li> </ul> <p>During science on seasonal changes (summer)</p> <ul style="list-style-type: none"> <li>• How to stay safe in the sun.</li> </ul>				
<p><b>Changing me</b> <b>Me the</b> <b>successful</b> <b>learner</b> (Health Education - Drugs, Alcohol, Tobacco, Health and Prevention, Basic First Aid.)</p>	<p>Changing adolescent body</p> <ul style="list-style-type: none"> <li>• Some physical changes to their body from a baby</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• What sort of boundaries are appropriate in friendships and others?</li> <li>• About the concept of privacy and the implications of it for both children and adults</li> </ul> <p>That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact</p>			<ul style="list-style-type: none"> <li>• Medicines - How they can change the way you feel (M, SP, C)</li> <li>• NHS - Who, Where, When, Why and How was it established? (SO)</li> <li>• Do other countries have an NHS? (C)</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me an excited learner? (SP)</li> <li>• How do you provoke awe and wonder and instill curiosity in lessons?</li> </ul>



# PSHE/RSE/SMSC Overview Year 2/Base

4

September 2020-July 2021



As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month.

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation

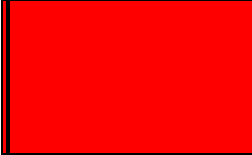
Year 2 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
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<p>Being me in my world The world and us</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others</li> <li>Practical steps they can take in a range of contexts to improve and support respectful relationships.</li> <li>The conventions of courtesy and manners</li> <li>That in school and the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>That there is a normal range of emotions that all humans experience</li> <li>How to recognise and talk about their emotions</li> </ul>	<ul style="list-style-type: none"> <li>The Role of the Police in keeping Britain safe and good order (SO).</li> <li>The Royal Family and their role in modern Britain (C)</li> <li>Understanding the world (M, SO, C, SP)</li> <li>Children in Need (SO, M)</li> <li>How Parliament works and how it affects me. Linked to the Gunpowder Plot and Emily Wilding Davison. (SO)</li> <li>My right to vote to make a change.</li> <li>Why do some children have to work rather than go to school?</li> <li>What are Laws? (D)</li> </ul>			<ul style="list-style-type: none"> <li>Current age-appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news, using first news (SP, M, C, SO)</li> </ul>
<p>Celebrating difference The same but different (Relationships - families and people who care for me. Caring friendships)</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>The characteristics of friendships</li> <li>That healthy friendships are positive and welcoming towards others.</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others, even if they are very different from them.</li> <li>About different types of bullying, responsibilities of bystanders and how to get help.</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>	<ul style="list-style-type: none"> <li>Expect respect (M, SO, C)</li> <li>I know about significant people who have changed history and changed people's lives (M, SO, C)</li> <li>My friends and I, how we are similar but unique (C)</li> <li>I know that people have different skin colour, can live in different countries and have different beliefs - Race equality (M, SO, C)</li> <li>Different forms of bullying - linked to anti-bullying week.</li> <li>What do I believe in? How does this affect my life? (SP)</li> </ul>			<ul style="list-style-type: none"> <li>What do I believe in? How does this affect my life (SP)</li> </ul>
<p>Dreams and Goals Rights and</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p>Mental wellbeing</p>	<ul style="list-style-type: none"> <li>Different forms of bullying - linked to anti-bullying week. SENSE DVD - Staying safe section 2 Bullying.</li> <li>E-safety week - SENSE DVD Staying safe section 2 internet</li> </ul>	<ul style="list-style-type: none"> <li>My hobbies in and out of school and how this makes me feel (C)</li> <li>What are my aspirations - Where do I see myself as an adult? (SO)</li> </ul>		<ul style="list-style-type: none"> <li>Magic learning habits</li> <li>School Parliament (SP, SO)</li> <li>Playground Pals (SP, C)</li> </ul>

<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions</li> <li>• How and where to seek advice</li> </ul>	<p>safety.</p>	<ul style="list-style-type: none"> <li>• What does freedom mean? What does it look like? Is it the same in all countries (M, C)</li> </ul>		<ul style="list-style-type: none"> <li>• How do I contribute to my community? And help to improve my local area (SO)</li> <li>• What makes an excited learner? How do you provide awe and wonder for your pupils?</li> <li>• Anti-bullying week.</li> </ul>
<b>Healthy me Healthy mind, healthy body</b> (Health Education ~ mental well-being, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• The benefits of physical exercise on mental wellbeing and happiness</li> <li>• Simple self-care techniques</li> </ul> <p>Physical health and fitness</p> <ul style="list-style-type: none"> <li>• The benefits of an active lifestyle</li> <li>• The importance of building regular exercise into their routine.</li> <li>• The risks associated with an inactive lifestyle.</li> <li>• How and when to seek advice if they are worried about their health</li> </ul> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet?</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The risks associated with unhealthy eating and other behaviours.</li> </ul> <p>Health prevention</p> <ul style="list-style-type: none"> <li>• How to recognise the early signs of illness</li> <li>• The facts and science relating to allergies, immunisations and vaccination</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy lunch ~ Plan a meal ~ going to a cafe.</li> <li>• RSE - Y2 Lesson 2 - Knowing our bodies - use resource 'Same but different, Male and female body words.</li> <li>• Importance of hygiene - Care and Commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Stranger Danger</li> <li>• Road safety (M, SO)</li> <li>• Water Safety (M, SP)</li> <li>• Fire Safety (M, SP)</li> <li>• Rail Safety (M, SP, SO)</li> </ul>		
<b>Relationships</b> (Families and People who care for me, caring friendships, respectful)	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life</li> <li>• That other families sometimes look different from their family, but they</li> </ul>			<ul style="list-style-type: none"> <li>• How are my friends the same/different to me? (SP, SO)</li> <li>• What does it mean to be British?</li> <li>• Expect respect ~ Understanding domestic</li> </ul>	<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• Self-confidence and self-awareness (SP)</li> <li>• Managing feelings and behaviour (M)</li> </ul>

<p>relationships, on-line relationships, being safe)</p>	<p>should respect those differences.</p> <ul style="list-style-type: none"> <li>• How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>• That most friendships have their 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.</li> <li>• 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.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The differences between appropriate and inappropriate or unsafe physical and other contact</li> </ul>			<p>abuse – Friends, Gender, careers and assumptions.</p>	
<p>Changing me Me the successful learner (Health Education – Drugs, Alcohol, Tobacco, Health and Prevention, Basic First Aid.)</p>	<p>Being safe</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The differences between appropriate and inappropriate or unsafe physical and other contact</li> <li>• How to ask for help for themselves or others</li> <li>• Where to get advice</li> <li>• How to report concerns</li> </ul> <p>Changing adolescent body</p> <ul style="list-style-type: none"> <li>• Key facts about the changing body – how their body has changed since being a baby,</li> </ul>			<ul style="list-style-type: none"> <li>• Medicines – How they can change the way you feel (M, SP, C)</li> <li>• NHS – Who, Where, When, Why and How was it established? (SO)</li> <li>• Do other countries have an NHS? (C)</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me an excited learner? (SP)</li> <li>• How do you provoke awe and wonder and instill curiosity in lessons?</li> </ul>

	the boys and girls body parts				
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# PSHE/RSE/SMSC Overview Year 3/Base 5

September 2020-July 2021



As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month.

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation

Year 3 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
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<p>Being me in my world The world and us</p>	<p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them.</li> <li>The importance of self-respect and how this links to their own happiness</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that they in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>Where to get advice</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>The history of the Metropolitan Police - Who, Where, How, When and Why (SO)</li> <li>The Royal Family and how it has changed through the ages (C)</li> <li>Why is education important?</li> <li>Who is represented in parliament? (M, SO, C)</li> <li>The beginning of democracy 1215 - The Magna Carta (C)</li> <li>What does it mean to represent others (Cornerstones) (D)?</li> <li>Children in need</li> <li>Comic/Sports relief</li> </ul>			<ul style="list-style-type: none"> <li>Current age-appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news, using first news (SP, M, C, SO)</li> </ul>
<p>Celebrating difference The same but different (Relationships - families and people who care for me. Caring friendships)</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>That others' families, either in school or in the wider community, 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.</li> <li>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.</li> </ul> <p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others even when they are very different from them.</li> <li>Practical steps they can take in a range of different contexts to improve or support</li> </ul>	<ul style="list-style-type: none"> <li>Expect respect (M, SO, C)</li> <li>I know that commenting on people's skin colour or their beliefs in an inappropriate way is wrong - Racism (M, SO, C)</li> <li>My friends and I, how we are similar but unique (C)</li> <li>What do I believe in? How does this affect my life? (SP)</li> <li>Tackling bullying in all forms - homophobia, biphobia, transphobia - Danni's story (3 lessons)</li> </ul>			<ul style="list-style-type: none"> <li>What do I believe in? How does this affect my life? (SP)</li> </ul>

	<p>respectful relationships.</p> <ul style="list-style-type: none"> <li>About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>That bullying has a negative and often lasting impact on mental wellbeing.</li> </ul>				
<p>Dreams and Goals Rights and Responsibilities</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>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.</li> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<ul style="list-style-type: none"> <li>Anti-bullying week and understanding how to resist peer pressure and when this might happen.</li> <li>E-safety week</li> </ul>	<ul style="list-style-type: none"> <li>My hobbies in and out of school and how this makes me feel (C)</li> <li>What are my aspirations - Where do I see myself as an adult? (SO)</li> <li>What does freedom mean? What does it look like? Is it the same in all countries (M, C)?</li> <li>E-safety week</li> </ul>		<ul style="list-style-type: none"> <li>Music learning habits</li> <li>School Parliament (SP, SO)</li> <li>Playground Pals (SP, C)</li> <li>How do I contribute to my community? And help to improve my local area (SO)</li> <li>What makes an excited learner? How do you provide awe and wonder for your pupils?</li> <li>Anti-bullying week.</li> </ul>
<p>Healthy me Healthy mind, healthy body (Health Education - mental wellbeing, internet safety, Physical health and fitness, healthy</p>	<p>Being safe</p> <ul style="list-style-type: none"> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>Where to get advice</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>Simple self-care techniques</li> </ul>	<ul style="list-style-type: none"> <li>School rules - Why are rules important at school and in society?</li> <li>Sorting foods</li> <li>You are what you eat.</li> <li>RSE - Y3 lesson 1 Growing up - use resource when you grow up (consider using Y2 lesson with SEND group)</li> <li>Care and Commitment - Friendships</li> </ul>	<ul style="list-style-type: none"> <li>Stranger Danger</li> <li>E-safety (M, Sp, SO)</li> <li>Road safety (M, SO)</li> <li>Water Safety (M, SP)</li> <li>Fire Safety (M, SP)</li> <li>Rail Safety (M, SP, SO)</li> <li>RSE - Y3 lesson 1 Growing up - use resource when you grow up (consider using Y2 lesson with SEND group)</li> <li>RSE - Y3 lesson 3 - facts and fiction - use resource life cycles and what do things</li> </ul>		

<p>eating, Changing adolescent body)</p>	<p>Physical health and fitness</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this.</li> <li>• The risks associated with an inactive lifestyle.</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours.</li> </ul> <p>Drugs, alcohol, and tobacco</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</li> </ul> <p>Health and prevention</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illnesses or unexplained changes to the body.</li> </ul> <p>Basic first aid</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> </ul>		<p>come from?</p>		
<p>Relationships (Families and People who care for me, caring friendships, respectful relationships, on-line</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> </ul>			<ul style="list-style-type: none"> <li>• How are my friends the same/different to me? (SP, SO)</li> <li>• Understanding the true meaning of friendship.</li> <li>• Expect respect ~ Resolving conflict and where to get help.</li> <li>• What does it mean to be British?</li> </ul>	<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• Self-confidence and self-awareness (SP)</li> <li>• Managing feelings and behaviour (M)</li> </ul>

relationships,  
being safe)

- That marriage represents a formal and legally recognised commitment of two people.
- How to recognise if family relationships are making them feel unhappy and how to seek help and advice from others if needed.

Caring friendships

- How important friendships are in making up 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.

Respectful relationships

- The importance of respecting others.
- Practical steps they can make in a range of contexts to improve and support respectful relationships.
- The conventions of courtesy and manners

Online relationships

- 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-to-face relationships, including the importance of respecting others.
- The rules and principles for keeping safe online how to recognise risks, harmful content and contact and how to report them.
- How information and data is shared and used online.

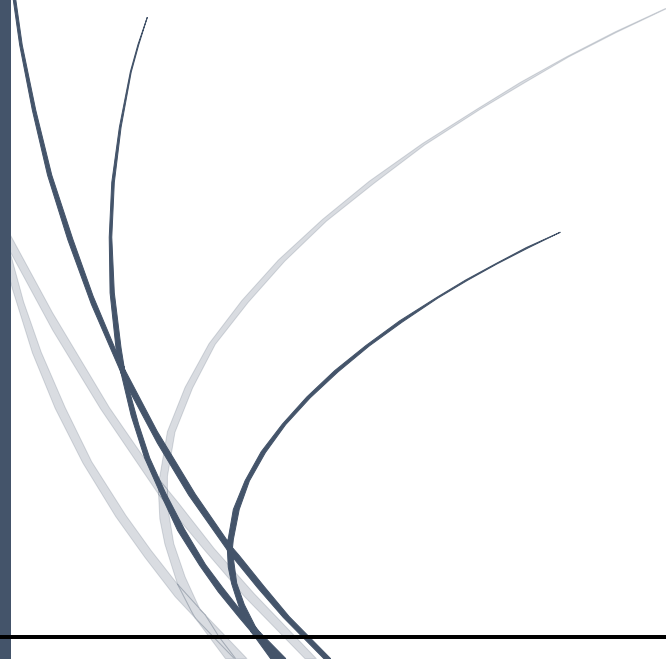
Internet safety and harms

	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> </ul>				
<p><b>Changing me Me the successful learner (Health Education ~ Drugs, Alcohol, Tobacco, Health and Prevention, Basic First Aid)</b></p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>• That others' families sometimes look different from their family but that they should respect those differences.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others?</li> <li>• About the concept of privacy</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul> <p>Changing adolescent body</p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, including physical and emotional changes</li> </ul>			<ul style="list-style-type: none"> <li>• Smoking - Why is this bad for your health?</li> <li>• NHS - What would happen to our health if we didn't have the NHS, or we couldn't afford to pay for our care? (SO, C)</li> <li>• Do other countries have an NHS and is it free? (SO, C)</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me an excited learner? (SP)</li> <li>• How do you provoke awe and wonder and instill curiosity in lessons?</li> </ul>



# PSHE/RSE/SMSC Overview Year 3/4 ~ Base 6

September 2020-July 2021





As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month.

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation

Year 3/4 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
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<p>Being me in my world The world and us</p>	<p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them.</li> <li>The importance of self-respect and how this links to their own happiness</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that they in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>Where to get advice</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>The history of the Metropolitan Police - Who, Where, How, When and Why (SO)</li> <li>The Royal Family and how it has changed through the ages (C)</li> <li>Why is education important?</li> <li>Who is represented in parliament? (M, SO, C)</li> <li>The beginning of democracy 1215 - The Magna Carta (C)</li> <li>What does it mean to represent others (Cornerstones) (D)?</li> <li>Children in need</li> <li>Comic/Sports relief</li> </ul>			<ul style="list-style-type: none"> <li>Current age-appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news, using first news (SP, M, C, SO)</li> </ul>
<p>Celebrating difference The same but different (Relationships - families and people who care for me. Caring friendships)</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>That others' families, either in school or in the wider community, 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.</li> <li>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.</li> </ul> <p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others even when they are very different from them.</li> </ul>	<ul style="list-style-type: none"> <li>Expect respect (M, SO, C)</li> <li>I know that commenting on people's skin colour or their beliefs in an inappropriate way is wrong - Racism (M, SO, C)</li> <li>My friends and I, how we are similar but unique (C)</li> <li>What do I believe in? How does this affect my life? (SP)</li> <li>Tackling bullying in all forms - homophobia, biphobia, transphobia - Danni's story (3 lessons)</li> </ul>			<ul style="list-style-type: none"> <li>What do I believe in? How does this affect my life (SP)</li> </ul>

	<ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• That bullying has a negative and often lasting impact on mental wellbeing.</li> </ul>				
<p>Dreams and Goals Rights and Responsibilities</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week and understanding how to resist peer pressure and when this might happen.</li> <li>• E-safety week</li> </ul>	<ul style="list-style-type: none"> <li>• My hobbies in and out of school and how this makes me feel (C)</li> <li>• What are my aspirations - Where do I see myself as an adult? (SO)</li> <li>• What does freedom mean? What does it look like? Is it the same in all countries (M, C)?</li> <li>• E-safety week</li> </ul>		<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• School Parliament (SP, SO)</li> <li>• Playground Pals (SP, C)</li> <li>• How do I contribute to my community? And help to improve my local area (SO)</li> <li>• What makes an excited learner? How do you provide awe and wonder for your pupils?</li> <li>• Anti-bullying week.</li> </ul>
<p>Healthy me Healthy mind, healthy body</p>	<p>Being safe</p> <ul style="list-style-type: none"> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	<ul style="list-style-type: none"> <li>• School rules - Why rules are important at school and in society?</li> <li>• 5-a-day</li> <li>• Looking after my teeth</li> </ul>	<ul style="list-style-type: none"> <li>• Stranger Danger</li> <li>• E-safety (M, Sp, SO)</li> <li>• Road safety (M, SO)</li> <li>• Water Safety (M, SP)</li> <li>• Fire Safety (M, SP)</li> </ul>		

(Health Education ~ mental well-being, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)

- Where to get advice
- Mental wellbeing
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
  - The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
  - Simple self-care techniques
- Physical health and fitness
- 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.
  - The risks associated with an inactive lifestyle.
  - How and when to seek support including which adults to speak to in school if they are worried about their health.
- Healthy eating
- 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 and other behaviours.
- Drugs, alcohol, and tobacco
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
- Health and prevention
- How to recognise early signs of physical illnesses or unexplained changes to the body.
- Basic first aid
- How to make a clear and efficient call to emergency services if necessary.
- In science on Teeth

- Care and Commitment ~ Friendships
- The blinks book worry ~ Andrea Chatten

- Rail Safety (M, SP, SO)
- RSE - Y3 lesson 2 Knowing our bodies.
- RSE - Y3 lesson 3 ~ facts and fiction ~ use resource life cycles and what do things come from?

	<ul style="list-style-type: none"> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular checkups at the dentist</li> </ul>				
<p>Relationships (Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>That marriage represents a formal and legally recognised commitment of two people.</li> <li>How to recognise if family relationships are making them feel unhappy and how to seek help and advice from others if needed.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>How important friendships are in making up feel happy and secure, and how people choose and make friends.</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others.</li> <li>Practical steps they can make in a range of contexts to improve and support respectful</li> </ul>			<ul style="list-style-type: none"> <li>How are my friends the same/different to me? (SP, SO)</li> <li>Understanding the true meaning of friendship.</li> <li>Expect respect - Resolving conflict and where to get help.</li> <li>What does it mean to be British?</li> </ul>	<ul style="list-style-type: none"> <li>Music learning habits</li> <li>Self-confidence and self-awareness (SP)</li> <li>Managing feelings and behaviour (M)</li> </ul>

	<p>relationships.</p> <ul style="list-style-type: none"> <li>The conventions of courtesy and manners</li> </ul> <p>Online relationships</p> <ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respecting others.</li> <li>The rules and principles for keeping safe online how to recognise risks, harmful content and contact and how to report them.</li> <li>How information and data is shared and used online.</li> </ul> <p>Internet safety and harms</p> <ul style="list-style-type: none"> <li>That for most people the internet is an integral part of life and has many benefits.</li> </ul> <p>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.</p>				
<p>Changing me Me the successful learner (Health Education - Drugs, Alcohol, Tobacco, Health and Prevention, Basic First Aid)</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>That others' families sometimes look different from their family but that they should respect those differences.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others?</li> <li>About the concept of privacy</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>That there is a normal range of emotions and scale of emotions that all humans experience in</li> </ul>			<ul style="list-style-type: none"> <li>Smoking - Why is this bad for your health?</li> <li>NHS - What would happen to our health if we didn't have the NHS, or we couldn't afford to pay for our care? (SO, C)</li> <li>Do other countries have an NHS and is it free? (SO, C)</li> </ul>	<ul style="list-style-type: none"> <li>What makes me an excited learner? (SP)</li> <li>How do you provoke awe and wonder and instill curiosity in lessons?</li> </ul>

relation to different experiences and situations  
Changing adolescent body  
Key facts about puberty and the changing adolescent  
body, including physical and emotional changes

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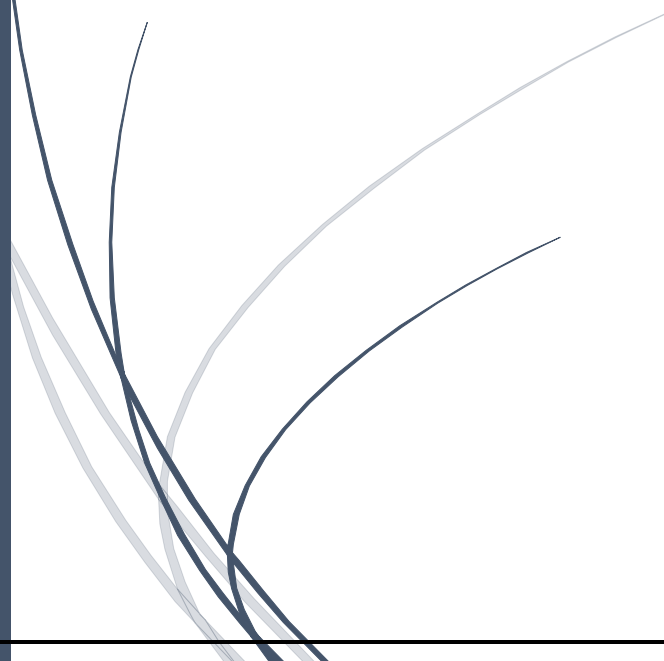
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# PSHE/RSE/SMSC Overview Year 4/5 ~ Base 7

September 2020-July 2021





As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month.

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation

Year 4/5 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
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<p>Being me in my world The world and us</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from us or make different choices or have different preferences or beliefs.</li> <li>• The conventions of courtesy and manners.</li> <li>• That in school and in the wider community 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.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• 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.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<ul style="list-style-type: none"> <li>• The role of the Police and the legal system in Britain (SO)</li> <li>• Where in the world is the Royal Family still recognised? (C)</li> <li>• Which other countries have a royal family? How is it the same/different?</li> <li>• What happens to children who don't go to school in Britain? What happens to children in other countries? (C, SO, M)</li> <li>• Consider the role of the government in parliament - What for they do?</li> <li>• Consider the two houses, House of Commons and the House of Lords - What are they responsible for? (C, SO)</li> <li>• The beginning of democracy 1215 - The Magna Carta (C)</li> <li>• What is a government? (Cornerstones) (D)</li> <li>• Children in need</li> <li>• Sports/Comic Relief</li> </ul>			<ul style="list-style-type: none"> <li>• Current age-appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news, using first news (SP, M, C, SO)</li> </ul>
<p>Celebrating difference The same but different (Relationships - families and people who care for me. Caring friendships)</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is</li> </ul>	<ul style="list-style-type: none"> <li>• Expect respect (M, SO, C)</li> <li>• I know that making racist comments is against the law (M, SO, C)</li> <li>• Sex education and relationships (M, SO, C)</li> <li>• My friends and I, how we are similar but unique (C)</li> <li>• What do I believe in? How does this affect my life? (SP)</li> <li>• Tackling different forms of</li> </ul>			<ul style="list-style-type: none"> <li>• What do I believe in? How does this affect my life (SP)</li> </ul>

	<p>making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <ul style="list-style-type: none"> <li>• That most friendships have ups and down, 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.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners</li> <li>• 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.</li> <li>• About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<p>bullying – homophobia, biphobia, transphobia – Jake’s story</p>			
<p>Dreams and Goals Rights and Responsibilities</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week and understanding peer pressure, how to resist this and when this might happen.</li> </ul>	<ul style="list-style-type: none"> <li>• My hobbies in and out of school and how this makes me feel (C)</li> <li>• What are my aspirations – Where do I see myself as an adult? (SO)</li> <li>• What does freedom mean? What does it look like? Is it the same in all countries (M, C)?</li> <li>• E-safety – Purple mash</li> </ul>		<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• School Parliament (SP, SO)</li> <li>• Playground Pals (SP, C)</li> <li>• How do I contribute to my community? And help to improve my local area (SO)</li> <li>• What makes an excited learner? How</li> </ul>

	<p>appropriate and proportionate.</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> </ul>				<p>do you provide awe and wonder for your pupils?</p> <ul style="list-style-type: none"> <li>• Anti-bullying week.</li> </ul>
<p>Healthy me Healthy Mind, Healthy body (Health Education - mental well-being, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards other, and do not make others feel lonely or excluded.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others?</li> <li>• 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.</li> </ul> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions and scale of emotions that all humans</li> </ul>	<ul style="list-style-type: none"> <li>• Rules in school and Rules in society and at home - Why do we need rules?</li> <li>• Food groups</li> <li>• Importance of food and nutrients</li> <li>• The blinks book - Anger</li> </ul>	<ul style="list-style-type: none"> <li>• Stranger Danger</li> <li>• Road safety (M, SO)</li> <li>• Water Safety (M, SP)</li> <li>• Fire Safety (M, SP)</li> <li>• Rail Safety (M, SP, SO)</li> <li>• RSE - Y4 Lesson 1 - Life Cycles - use resource 'Same but different'</li> <li>• RSE - Y4 lesson 2 - knowing our bodies - use resource 'How do we change, inside our bodies, periods and check out the changes'.</li> <li>• Care and Commitment - Healthy choice challenge, Who and What helps and celebrating.</li> </ul>		

	<p>experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking and alcohol use.</li> </ul>				
<p>Relationships (Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The importance of self-respect and how</li> </ul>			<ul style="list-style-type: none"> <li>• How are my friends the same/different to me? (SP, SO)</li> <li>• What does it mean to be British?</li> <li>• Expect Respect - Examine violence, excuses and responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• Self-confidence and self-awareness (SP)</li> <li>• Managing feelings and behaviour (M)</li> </ul>

	<p>this links to their own happiness.</p> <ul style="list-style-type: none"> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others?</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• Where to get advice.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>				
<p><b>Changing me Me the successful learner (Health Education - Drugs, Alcohol, Tobacco, Health and Prevention, Basic First Aid)</b></p>	<p>Being safe</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others?</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>			<ul style="list-style-type: none"> <li>• Alcohol - How does it change behaviour? (M)</li> <li>• NHS - How has the NHS changed since it was established in 1948?</li> <li>• Do other countries have an NHS and is it free? (SO, C)</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me an excited learner? (SP)</li> <li>• How do you provoke awe and wonder and instill curiosity in lessons?</li> </ul>

- 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.
- Where and how to seek 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.

Changing adolescent body

- 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 key facts about the menstrual cycle.

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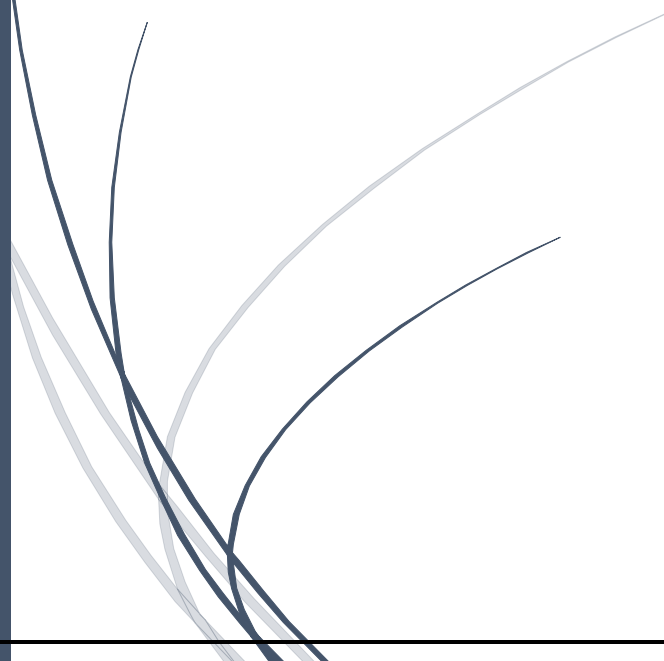
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# PSHE/RSE/SMSC Overview Year 5/6 ~ Base 8

September 2020-July 2021





As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month.

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation

Year 5 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSHE Areas	Autumn	Spring	Summer	Ongoing
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<p>Being me in my world The world and us</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.</li> </ul> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> <li>• Simple self-care techniques, including the importance of rest, time spent with family and friends and the benefits of hobbies and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• How is the rule of the law different in Britain to other countries? What rights do all people have if they are accused of a crime? (SO, M)</li> <li>• What is Parliament (Cornerstones) (D)</li> <li>• Parliament and Government both play a part in forming the law of the UK (M, SO, C)</li> <li>• Parliament and the Crown - Along with the House of Commons and House of Lords, the Crown is an integral part of the initiation of parliament (M, SO, C)</li> <li>• Devolved Parliament and assemblies - UK devolution created a national parliament in Scotland, a national assembly in Wales and a national assembly in Ireland (M, SO, C)</li> <li>• The beginning of democracy 1215 - The Magna Carta (C)</li> <li>• Children in need</li> <li>• Comic Relief</li> <li>• Cycle Safety</li> <li>• Votes for Women</li> </ul>			<ul style="list-style-type: none"> <li>• Current age-appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news</li> </ul>
<p>Celebrating difference The same but different (Relationships - families and</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Caring Friendships</p>	<ul style="list-style-type: none"> <li>• Expect respect (M, SO, C)</li> <li>• I know that tensions between different cultures can result in war around the world.</li> <li>• I am aware of what forms racism takes.</li> <li>• I understand what it means to be</li> </ul>			<ul style="list-style-type: none"> <li>• What do I believe in? How does this affect my life (SP)</li> </ul>

people who care for me. Caring friendships)

- 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.

Respectful relationships

- The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of contexts to improve or support respectful relationships.
- 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 cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Online relationships

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

Internet safety and harms

- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.
- That the internet can also be a negative

homophobic.

- Sex education and Relationships (M, SO, C)
- My friends and I, how we are similar but unique (C)
- What do I believe in? How does this affect my life? (SP)
- Anti-bullying - focus on different forms of bullying - homophobia, transphobia, biphobia - Emma's Story

	<p>place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>				
<p>Dreams and Goals Rights and Responsibilities</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<ul style="list-style-type: none"> <li>Anti-bullying week and understanding peer pressure and how to resist this and when this might happen.</li> <li>Rights and responsibilities of a child.</li> <li>Rights and Responsibilities of and adult in keeping us safe and taking care of us.</li> <li>Good role models</li> </ul>	<ul style="list-style-type: none"> <li>My hobbies in and out of school and how this makes me feel (C)</li> <li>What are my aspirations - where do I see myself as an adult? (SO)</li> <li>What does freedom mean? What does it look like? Is it the same in all countries (M, C)</li> </ul>		<ul style="list-style-type: none"> <li>Magic learning habits</li> <li>School Parliament (SP, SO)</li> <li>Playground Pals (SP, C)</li> <li>How do I contribute to my community? And help to improve my local area (SO)</li> <li>What makes an excited learner? How do you provide awe and wonder for your pupils? Anti-bullying week.</li> </ul>
<p>Healthy me Healthy mind, healthy body (Health Education - mental wellbeing, internet safety, Physical health and fitness, healthy</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>Where and how to seek support, including whom in school they should speak to if</li> </ul>	<ul style="list-style-type: none"> <li>Rules at home, society and in school</li> <li>Whale rules - why are these important in school?</li> <li>Food plate and plan a meal.</li> <li>Plan a packed lunch.</li> <li>Care and Commitment - Healthy Choice Challenge</li> <li>The blinks Book - Sad</li> </ul>	<ul style="list-style-type: none"> <li>Stranger Danger</li> <li>E-safety (M, Sp, SO)</li> <li>Road safety (M, SO)</li> <li>Water Safety (M, SP)</li> <li>Fire Safety (M, SP)</li> <li>NSPCC (M, SP, SO)</li> <li>RSE Y5 lesson 1 puberty - use resource Puberty Quiz</li> <li>RSE Y5 lesson 2 - Menstruation - use resources with menstruation cards, questions, puberty myths, X-ray reproductive system</li> </ul>		

<p>eating, Changing adolescent body)</p>	<p>they are worried about their own or someone else's mental wellbeing or ability to control their emotions.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Physical health and fitness</p> <ul style="list-style-type: none"> <li>The characteristic and mental and physical benefits of an active lifestyle.</li> <li>The risks associated with an inactive lifestyle (including obesity).</li> </ul> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours.</li> </ul> <p>Drugs, alcohol, and tobacco</p> <ul style="list-style-type: none"> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</li> </ul> <p>Basic first aide</p> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary.</li> <li>Concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>		<ul style="list-style-type: none"> <li>RSE lesson 3 - Reproduction - use resource 'How a baby is made, reproduction parts of the body.'</li> <li>RSE lesson 4 - Use resource 'Nine months, how a baby is born, conception and pregnancy quiz, puberty and reproduction, healthy mum, and healthy baby'</li> </ul>		
<p>Relationships (Families and People who care for me, caring friendships, respectful relationships, on-line</p>	<p>Internet safety and harms</p> <ul style="list-style-type: none"> <li>That for most people the internet is an integral part of life and has many benefits.</li> <li>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</li> </ul>			<ul style="list-style-type: none"> <li>How are my friends the same/different to me? (SP, SO)</li> <li>Expect respect - Secrets and Stories.</li> <li>What does it mean to be British?</li> </ul>	<ul style="list-style-type: none"> <li>Magic learning habits</li> <li>Self-confidence and self-awareness (SP)</li> <li>Managing feelings and behaviour (M)</li> </ul>

relationships,  
being safe)

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 or 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.

Online relationships

- 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-to-face 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.

	<p>Being safe</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li> <li>• 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.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>				
<p>Changing me Me the successful learner (Health Education - Drugs, Alcohol, Tobacco, Health and Prevention, Basic First Aid)</p>	<p>Being safe</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• The mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>			<ul style="list-style-type: none"> <li>• Illegal Drugs (M)</li> <li>• NHS - Debate the changes to the NHS over the years, if you were in charge of health, what would you do next? (SO)</li> <li>• What happens in other countries when you are ill? Is care always free?</li> <li>• My hobbies in and out of school, how does this make me feel?</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me an excited learner? (SP)</li> <li>• How do you provoke awe and wonder and instill curiosity in lessons?</li> </ul>

- 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.

Changing adolescent body

- 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 key facts about the menstrual cycle.

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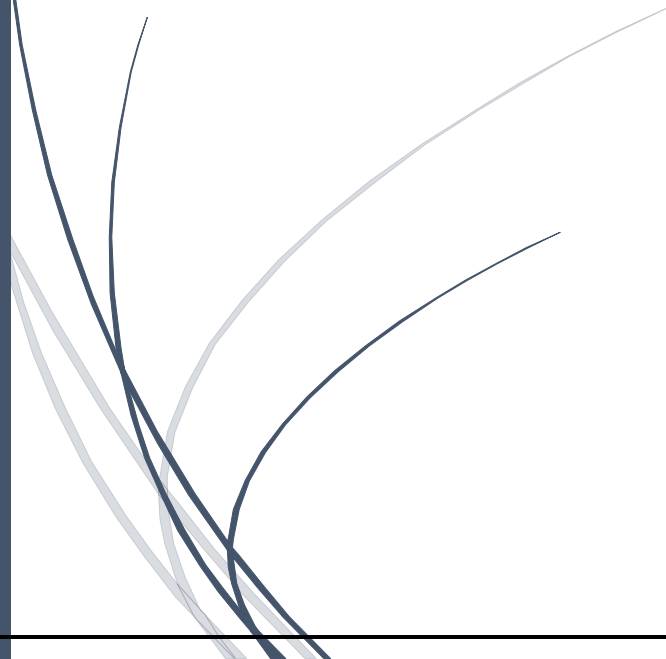
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# PSHE/RSE/SMSC Overview Year 6 ~ Base 9

September 2020-July 2021



As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month.

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation

Year 6 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSHE Area	Autumn	Spring	Summer	Ongoing
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Being me in my world  
The world and us

Mental wellbeing

- That there is a normal range of emotions 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.
- 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.

Families and people who care for me.

- 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.

Caring friendships

- How important friendships are in making us feel happy and secure and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Respectful relationships

- 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

- How is the rule of the law different in Britain to other countries? What rights do all people have, if they are accused of a crime? (SO, M)
- Parliament and Government both play a part in forming the law of the UK (M, SO, C)
- Parliament and the Crown - Along with the House of Commons and House of Lords, the Crown is an integral part of the initiation of parliament (M, SO, C)
- Devolved Parliament and assemblies - UK devolution created a national parliament in Scotland, a national assembly in Wales and a national assembly in Ireland (M, SO, C)
- What is Democracy? (Cornerstones) (D)
- What age should you be allowed to vote?
- The beginning of democracy 1215 - The Magna Carta (C)
- Children in need
- Comic relief

- Current age-appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news

	<p>preferences or beliefs.</p> <ul style="list-style-type: none"> <li>• Practical steps they can make in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• 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.</li> </ul>				
<p>Celebrating difference The same but different (Relationships - families and people who care for me. Caring friendships)</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure and how people choose and make friends.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Expect respect (M, SO, C)</li> <li>• I know that tensions between different cultures can result in war around the world.</li> <li>• I am aware of what forms racism takes.</li> <li>• I understand what it means to be homophobic.</li> <li>• Sex education and Relationships (M, SO, C)</li> <li>• My friends and I, how we are similar but unique (C)</li> <li>• What do I believe in? How does this affect my life? (SP)</li> <li>• Tackling homophobia, biphobia, transphobia - Linus' story.</li> </ul>			<ul style="list-style-type: none"> <li>• What do I believe in? How does this affect my life (SP)</li> </ul>

	<p>preferences or beliefs.</p> <ul style="list-style-type: none"> <li>• Practical steps they can make in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative, or destructive.</li> </ul>				
<p>Dreams and Goals Rights and responsibilities</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us</li> </ul>	<ul style="list-style-type: none"> <li>• STAR - Drugs, alcohol, and tobacco</li> <li>• Anti-bullying week and understanding how to resist peer pressure and when it might happen.</li> </ul>	<ul style="list-style-type: none"> <li>• My hobbies in and out of school and how this makes me feel (C)</li> <li>• What are my aspirations - where do I see myself as an adult? (SO)</li> <li>• What does freedom mean? What does it look like? Is it the same in all countries (M, C)?</li> <li>• RSE - Physical Health and Fitness</li> </ul>		<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• School Parliament (SP, SO)</li> <li>• Playground Pals (SP, C)</li> <li>• How do I contribute to my community? And help to improve my local area (SO)</li> <li>• What makes an excited learner? How do you provide awe and wonder for your pupils?</li> <li>• Anti-bullying week.</li> </ul>

	<p>feel happy and secure and how people choose and make friends.</p> <ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can make in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• 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.</li> </ul>				
<p>Healthy me Healthy mind, healthy body (Health Education - mental well-being, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)</p>	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• 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.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we need rules?</li> <li>• What rules in school</li> <li>• The Blinks book - Self-esteem</li> <li>• RSE - Mental well-being</li> <li>• RSE - Health and Prevention</li> </ul>	<ul style="list-style-type: none"> <li>• Stranger Danger</li> <li>• E-safety (M, Sp, SO)</li> <li>• Road safety (M, SO)</li> <li>• Water Safety (M, SP)</li> <li>• Fire Safety (M, SP)</li> <li>• NSPCC (M, SP, SO)</li> <li>• RSE - Internet safety and Harms</li> </ul>	<ul style="list-style-type: none"> <li>• RSE Y6 lesson 1 - Valuing ourselves - resources 1.2, 1.3.</li> <li>• RSE Y6 lesson 2 - Changes - Resources 2.1, 2.2</li> <li>• RSE Y6 lesson 3 - Puberty - resources hair in funny places - Babette Cole, 3.2, 3.3, 3.4</li> <li>• RSE Y6 lesson 4 and 5 - Knowing our bodies - resources Mummy laid an Egg - Babette Cole, 1.8, 4.1, 4.2, 4.3, 4.3b, 3.5.</li> <li>• RSE Y6 review unit - resources 5.1, 9.1</li> <li>• RSE Y7 - Change's lesson</li> </ul>	

	<p>and family and the benefits of hobbies and interests.</p> <ul style="list-style-type: none"> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• Where and how to seek 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.</li> <li>• 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.</li> </ul> <p>Physical health and fitness</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this.</li> <li>• The risks associated with an inactive lifestyle.</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p>Drugs, Alcohol and Tobacco</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</li> </ul> <p>Health and Prevention</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality</li> </ul>			<p>1, lesson 2 - Quiz 7.2, 7.4</p>	
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	<p>sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn.</p> <ul style="list-style-type: none"> <li>The facts and science relating to allergies, immunisation, and vaccination.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others if needed.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>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.</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>Where to get advice,</li> </ul>				
<p><b>Relationships</b> Relationships (Families and People who care for me, caring friendships, respectful relationships, on-line relationships,</p>	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking</li> </ul>		<ul style="list-style-type: none"> <li>RSE - Families and People who care for me.</li> <li>RSE - Respectful relationships</li> <li>RSE - Online Relationships</li> <li>RSE - Being Safe</li> </ul>	<ul style="list-style-type: none"> <li>RSE - Caring Friendships</li> <li>How are my friends the same/different to me? (SP, SO)</li> <li>Expect Respect - Understanding Domestic Abuse</li> <li>What does it mean to be British?</li> </ul>	<ul style="list-style-type: none"> <li>Magic learning habits</li> <li>Self-confidence and self-awareness (SP)</li> <li>Managing feelings and behaviour (M)</li> </ul>



being safe)

about their own and others' feelings.

- 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.
- Where and how to seek 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.
- 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.

Caring friendships

- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others if needed.

Being safe

- 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.
- 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.

	<ul style="list-style-type: none"> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice.</li> </ul> <p>Online relationships</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>				
<p>Changing me (Health Education - Drugs, Alcohol, Tobacco, Health and Prevention, Basic First Aid)</p>	<p>Being safe</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• The mental wellbeing is a normal part of daily life, in the same way as physical</li> </ul>			<ul style="list-style-type: none"> <li>• Illegal Drugs (M)</li> <li>• NHS - Debate the changes to the NHS over the years, if you were in charge of health, what would you do next? (SO)</li> <li>• What happens in other countries when you are ill? Is care always free?</li> <li>• My hobbies in and out of school, how does this make me feel?</li> <li>• RSE - Basic First aid</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me an excited learner? (SP)</li> <li>• How do you provoke awe and wonder and instill curiosity in lessons?</li> </ul>

	<p>health.</p> <ul style="list-style-type: none"><li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• 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.</li></ul> <p>Changing adolescent body</p> <ul style="list-style-type: none"><li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• About menstrual wellbeing including key facts about the menstrual cycle.</li></ul>				
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**Appendix 3: Parent form: withdrawal from sex education within RSE**

Teagues Bridge Primary School – Parents Request to withdraw their child from the non-statutory/non-science aspects of the curriculum.

TO BE COMPLETED BY PARENTS				
Name of child		Class		Child's D.O. B
Name of parent		Date		
Reason for withdrawing from sex education within relationships and sex education				
Any other information you would like the school to consider				

TO BE COMPLETED BY PARENTS

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from  
discussion with parents

School signature and  
date