



Cadishead Primary School

***PSHE (Personal, Social and Health  
Education) and RSE (Relationship and Sex  
Education) Policy  
2023***

**PSHE (Personal, Social and Health Education) and RSE (Relationship and Sex Education) Policy  
Policy Review Sheet**

Date Reviewed	Date of Next Review	Name/signature
Autumn 2021	Autumn 2022	<i>B Hynes, S Amin</i>
Autumn 2022	Spring 2023	<i>J Thomas</i>
Spring 2023	Spring 2024	<i>J Thomas</i>

## **Statutory requirements:**

At Cadishead Primary School, we teach PSHE and RSE as set out in this policy.

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe - we want to equip them for adult life and to make a positive contribution to society.

At Cadishead we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of the State as outlined in Section 403 of the Education Act 1996.

Statutory guidance for Physical health and Mental Wellbeing (July 2019) outlines what pupils should know by the end of primary school. See Appendix 1 for statutory guidance (July 2019). For Relationship Education outlines what pupils should know by the end of primary school, see Appendix 2.

## **Rationale:**

At Cadishead Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. PSHE also flows through all other curriculum areas.

Under the new guidance issued by the DfE, by summer 2021, Relationships Education at primary school will be compulsory. We believe that, to be effective, SRE should always be taught within a broader PSHE education curriculum. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The work we do in PSHE links directly to the Social and Emotional Aspects of Learning SEAL programme combined with the Live Well Learn Well Guidance provided by the Lancashire Learning Grid and also to the key elements of Every Child Matters. We recognise that it can play a central part in the life of our school and therefore should be undertaken as a whole school approach.

## **Aims:**

The aims of PSHE and RSE at Cadishead are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of later

life.

- Encourage pupils to value themselves and others.
- Allow pupils to acknowledge and appreciate difference and diversity.
- Teach pupils how to make informed choices.
- Prepare pupils to be positive and active members of democratic society.
- Teach pupils to understand what constitutes to a safe and healthy lifestyle.
- Provide a framework in which sensitive discussions can take place.
- Promote safety in forming and maintaining relationships.
- Provide pupils with a toolkit for understanding and managing their emotions.
- Provide pupils with the opportunities to consider issues, which may affect their own lives and/or the lives of others.
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- 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.

### **Policy development**

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

- 1. Review - a member of the leadership team, pulled together all relevant information including relevant national and local guidance
- 2. Staff consultation - school staff were given the opportunity to look at the policy and make recommendations.
- 3. Pupil consultation - we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil survey
- 4. Ratification - the policy was shared with and reviewed by governors from the Child & Community Committee and approved by the full Governing Body.

### **Definition**

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

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

### **Teaching and Learning:**

At Cadishead Primary School we use a range of teaching and learning styles. We place emphasis on active learning by including the children in discussions, investigations and

problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, fire fighters etc, whom we invite into school to talk about their role in creating a positive and supportive local community.

We aim to continue with this as much as possible during the current restrictions. Certain events are not currently able to take place due to government guidance of social distancing and social gatherings. Cadishead hope to continue with fundraisers and having visitors to the school once the government permits this and we endeavour to use alternative arrangements to enrich learning.

PSHE and RSE at Cadishead Primary will follow a thematic approach and will be planned on a termly basis using planning guidance from the PSHE Association's **Programme of Study (updated Jan 2020)**, **PSHE Association's PSHE Primary Toolkit** combined with the **Live Well Learn Well Guidance** provided by the Lancashire Learning Grid materials. SRE education planning and resources will be taken from the **Medway Primary PSHE Education Planning** alongside **PSHE Association's PSHE Primary Toolkit**. Twinkl will be used for selected resources.

We will aim to also develop PSHE through: assemblies (within bubbles), focused lessons, circle time, discussions, mindfulness breaks and whole school events, e.g. with the development of the School Parliament and Anti Bullying Ambassadors. We will also endeavour to have visitors in school or via video call such as the NSPCC and the charity Every Action has a Consequence.

### **Curriculum Organisation:**

PSHE will be taught on a rolling programme, which breaks the curriculum into terms, identifies different areas for each year group and ensures continuity and progression from the Foundation Stage to the end of KS2. The three core themes under the umbrella of PSHE are:

#### **Health & Wellbeing:**

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional wellbeing.
- Be aware of safety issues, including how to respond in a n emergency.
- Know how to manage change including puberty, transition and loss.

#### **Relationships:**

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

### **Living in the Wider World:**

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community. Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.

The topic areas are:

### **Autumn: Health and Wellbeing:**

- Healthy lifestyles
- Ourselves, Growing and Changing
- Keeping Safe

### **Spring: Relationships:**

- Feeling and Emotions
- Healthy Relationships
- Valuing Difference

### **Summer: Living in the Wider World:**

- Rights and Responsibilities
- Environment
- Money

**Long term Overview: See Appendix 3**

### **Equal Opportunities:**

The school is committed to the provision of PSHE and Citizenship to all of its pupils. All children will have access to appropriate resources available in school, which will reflect a multicultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

### **Safe and Effective Practice:**

Class Teachers and Teaching Assistants conduct PSHE and RSE lessons in a sensitive manner and in confidence. Children's questions are answered as honestly and fully as appropriate. Before embarking on these lessons, ground rules are established through a 'group agreement' which prohibit personal information being requested or disclosed by those taking part in the lesson. When children ask questions, we aim to answer them honestly, but if it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the children, provision will be made to meet the individual child's needs. Due to the nature of this

subject, difficult questions may arise. Teachers are to use their discretion as to if a question is deemed appropriate for school. Staff may direct personal or inappropriate questions to parents for them to answer.

As a general rule the teacher or member of staff concerned maintains a child's confidentiality. However, if this person believes that the child is at risk or in danger, she/he will report the disclosure to the designated person for child protection immediately. The child concerned will be informed that confidentiality is being breached and reasons why. The teacher throughout the process will support the child.

### **Child Protection:**

We acknowledge that SRE might be a trigger for disclosure. If this is the case, the teacher would follow the procedures laid out in the Child Protection Policy.

### **SEND Provision:**

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

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

### **Use of Visitors:**

We feel that our close relationship with our children best suits us for the delivery of the majority of lessons. However, we do welcome the use of visitors, such as our school nurse, to support the delivery of certain aspects of the scheme of work. If this were to happen, the class teacher would be present at all times. The class teacher and visitor would also plan the lessons together. "Visitors should complement but never substitute or replace planned provision. It is the PSHE subject leader and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationships Guidance DfEE 0116/2000 p.29 6.11

Due to the current government guidelines about social distancing and the school's use of bubbles, visitors may speak to the class via online video chats or special arrangements will be made to make the visit safe for all.

### **Roles and responsibilities:**

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

The Headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

### Staff:

- Staff are responsible for:
  - Delivering PSHE and RSE in a sensitive way.
  - Modelling positive attitudes to RSE.
- Monitoring Progress Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE.
- Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

### Pupils:

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

### Parents' right to withdraw:

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Keep parents up to date with the teaching of RSE, communicated by Dojo, letters home or other.
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We have committed to a retain parents' **right to withdraw** their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects - such as family, friendship, safety (including online safety) - are important for all children to be taught.



If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the head teacher and make it clear, which aspects of the programme they do not wish their child to participate in. Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationship education, it is not possible to withdraw pupils from these limited and unplanned discussions.

Requests for withdrawals must be made in writing addressed to the Headteacher. The Headteacher will discuss the request with parents and take appropriate action.

### **Sex Education Definition**

For the purpose of parent's right to withdraw their child for Sex Education only this is defined as the teachings around **sexual intercourse, conception, contraception and sexually transmitted infections**. The rest of the aspects covered in our long-term planning are part of either Personal, Social, Health and Economic education, Relationship Education, Health Education or it has links to the Science curriculum.

### **Monitoring and Evaluation:**

It is the responsibility of the Headteacher, Governing Body and PSHE subject leader to oversee and organise the monitoring and evaluation of SRE in school.

### **Assessment:**

Baseline and endpoint assessment opportunities established by finding out what pupils know, understand, skills and attitudes. Revisit learning at the end to demonstrate progress/attainment.

Informal assessment is carried out according to guidance on Classroom Monitor. Where possible, self-assessment by the pupils is also used. Opportunities arise during circle times, class discussions, school parliament meetings and in dealing with day to day issues to move pupil's learning or development on.

Signed: \_\_\_\_\_ Joanne Thomas, Acting Headteacher

Signed: \_\_\_\_\_ Shelley Gartside, Chair of Governors

Date: \_\_\_\_\_

Policy review Date:

## Appendix 1

### Health Education – by the end of primary school pupils should know:

<b>Mental Wellbeing</b>	<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 (e.g. happiness, sadness, anger, fear, surprise, nervousness) 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>• 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>• 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>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</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>
<b>Internet Safety and harms</b>	<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</li></ul>

	<p>physical wellbeing</p> <ul style="list-style-type: none"> <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> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
<b>Physical health and fitness</b>	<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; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</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>
<b>Healthy eating</b>	<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 (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
<b>Drugs, tobacco and alcohol</b>	<p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>
<b>Health</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness,</li> </ul>

<p><b>prevention</b></p>	<p>such as weight loss, or unexplained changes to the body</p> <ul style="list-style-type: none"> <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 sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<p><b>Basic first aid</b></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>
<p><b>Changing adolescent body</b></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 the key facts about the menstrual cycle</li> </ul>

## Appendix 2

### Relationships Education - by the end of primary school pupils should know:

<b>Families and people who care for me</b>	<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>
<b>Caring friendships</b>	<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</li></ul>

	<p>them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
<b>Respectful relationships</b>	<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>
<b>Online relationships</b>	<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>
<b>Being safe</b>	<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> </ul>

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|  | <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 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, for example family, school or other sources</li></ul> |
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**PSHE Long-Term Planning 2021-2022**

KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
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**Healthy and Wellbeing: Healthy lifestyles**

<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	What keeps our bodies healthy; hygiene routines.	Healthy choices; different feelings; managing feelings.	<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	What makes a balanced diet; what influences food choices and habits	What makes a balanced lifestyle; making choices: drugs common to everyday life; hygiene and germs	What positively and negatively affects health and mental wellbeing; making informed choices about diet; drug tobacco and alcohol awareness.	Images in the media and reality and how this can affect mental wellbeing.
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**Healthy and Wellbeing: Ourselves, Growing and Changing**

<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	Recognise what they are good at and setting goals; describe feelings; growing, changing and becoming more independent; change and loss and how it feels; names of body parts	Recognise what they are good at; setting goals; growing; changing and being more independent; correct names for body parts (including external	<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	Recognise what they are good at; setting goals; Describe feelings; conflicting feelings and how to manage feelings	Recognise what they are good at and setting goals; changes at puberty; changes that happen in life and feelings associated with change.	Recognise what they are good at and setting goals; intensity of feelings and managing complex feelings; coping with change and transition; changes at	Recognising what they are good at and setting goals; identify internal reproductive organs in males and females; human reproduction, puberty; pregnancy and parental
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**Healthy and Wellbeing: Keeping Safe**

	<b>Healthy and Wellbeing: Keeping Safe</b>						
<p><i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i></p>	<p>Keeping safe in different situations (including online); how to ask for help if worried about something; privacy in different contexts</p>	<p>Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts.</p>	<p><i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i></p>	<p>School rules on health and safety; basic emergency first aid; online safety; appropriate and inappropriate images (online)</p>	<p>How to stay safe in the local area and online.</p>	<p>Strategies for managing personal safety in the local environment; online safety including sharing images; protecting our bodies.</p>	<p>Independence; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including FGM) and where to get advice and help; sexual intercourse, contraception and STIs.</p>



KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
<b>Relationships: Feelings and Emotions</b>							
<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	Recognise feeling in self and others; sharing feelings.	Behaviour; bodies and feelings can be hurt.	<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	Recognising feelings in others; responding to how others are feeling.	Keeping something confidential or secret; When to break a confidence; recognise and manage dares.	Responding to feelings in others.	Confidentiality and when to break confidence; managing dares.
<b>Relationships: Healthy Relationships</b>							
<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	Secrets and keeping safe; special people in their lives.	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	Positive; healthy relationships and friendships; maintaining friendships; actions affect others and ourselves; working collaboratively; acceptable and unacceptable physical contact	Acceptable and unacceptable physical contact; solving disputes and conflicts and amongst peers.	Actions have consequences; working collaboratively; negotiation and compromise	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed loving relationships; LGBTQ+; marriage. Acceptable and unacceptable physical touch;

### Living in the Wider World: Environment

See 'Programme of Study for PSHE Education Key Stages 1-5)	Looking after the environment.	Looking after the environment.	See 'Programme of Study for PSHE Education Key Stages 1-5)	Responsibilities; rights and duties.	Sustainability of the environment across the world.	Different rights; responsibilities and duties.	How resources are allocated, the effect of this on individuals, communities and the environment
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### Living in the Wider World: Money

	Where money comes from; how to use money- savings and spending money.	Where money comes from; how to use money- savings and spending money; making choices; keeping track of money spent/saved.		Enterprise; what it means; developing skills in enterprise.	Role of money; managing money (saving and budgeting); what is meant by interest and loan?	Importance of finance in people's lives; being a critical consumer; looking after money; interest, loan and debt management of money; tax	Enterprise; setting up an enterprise.
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## Relationships: Valuing Difference

<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	Respecting similarities and differences in others; sharing views and ideas.	Respecting similarities and differences in others; sharing views and ideas.	<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	Recognising and responding to bullying.	Listen and respond effectively to people; share viewpoints.	Listening to others; raise concerns and challenge; peer pressure and media influence	Listening to others, raising concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying.
<b>KS1 Skills</b>	<b>Year 1</b>	<b>Year 2</b>	<b>KS2 Skills</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

## Living in the Wider World: Rights and Responsibilities

<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	Group and class rules; everybody is unique in some ways and the same in others.	Group and class rules; respecting their own and other's needs; groups and communities we belong to; people who work in the community; getting help in an emergency.	<i>See 'Programme of Study for PSHE Education Key Stages 1-5)</i>	Discuss and debate health and wellbeing issues; being part a part if the community; people who work in the community.	Discuss and debate health and wellbeing issues; appreciating difference and diversity in the UK and around the world.	Discuss and debate health and wellbeing issues; rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences.	Discuss and debate health and wellbeing issues; human rights and the rights of the child; cultural practices and British law. Being part of a community and groups that support communities; being critical of what is in the media and what they forward to
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