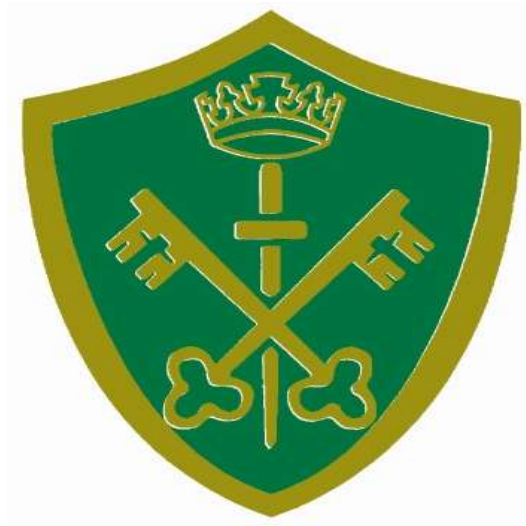


Great Crosby Catholic Primary School
‘...that they may have life and have it to the full.’
John 10:10

Relationship, Sex and Health Education Policy (RSHE)



Date of issue:	January 2025
Review date:	January 2027

Rationale

"...that they may have life and have it to the full."

John 10:10

We are involved in Relationship, Sex and Health Education (RSHE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSHE will be firmly embedded in the RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationship, Sex and Health Education (RSHE) will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Aim

Great Crosby Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship, Sex and Health Education (RSHE) using the Archdiocesan recommended resource 'A Journey In Love' 2020, we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The other aspects of the statutory curriculum intent will be met by using a cross curricular approach. There are many opportunities throughout the curriculum but the subjects most involved in providing discrete

opportunities for teaching and learning of the RSHE curriculum are: RE, through the Come and See programme and To Know You More Clearly, PSHE Association planning for DFE statutory objectives, Science, Computing and PE. For further details on how this will be covered in each year group, please see the curriculum plan in the appendices.

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at Great Crosby Catholic Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

At Great Crosby Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship, Sex and Health Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A

The statutory guidance from the Department for Education Equality Act 2010.

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 – staff involved included: Mrs Moreton (HT), Mrs Crann (AHT), Miss Sharrock (AHT), Mrs Wallace and Miss Maguire (RE Team) and Mrs Bayliss (RSHE Lead). All DFE guidance and local Liverpool Archdiocese guidance was used to inform the policy.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations (Spring 24).
3. Parent and governor consultation – all parents/carers and governors were sent copies of the policy and given the opportunity to feedback to school (July 2021).

4. Pupil consultation – pupil voice sessions with each class to establish what they enjoy about the current curriculum delivery and what they wanted from their Relationship, Sex and Health Education (Spring 24).
5. Ratification – Once amendments were made, the policy was shared with governors and ratified.

Definition

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship, Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Curriculum

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents Relationship, Sex and Health Education will be covered using the Archdiocesan recommended resource 'A Journey In Love' 2020 this includes *sexual intercourse at Year 6. (Parents/carers may withdraw their children from these lessons)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs. We have adapted the PSHE Association Primary Scheme of Work and Primary toolkit.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Delivery of Relationship, Sex and Health Education (RSHE)

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils. . In the [DfE Statutory Learning Opportunities for the Primary Relationships Education, Relationships and Sex Education and Health Education \(RSHE\) document](#) clear aims are set out for all children to meet by the **end of primary school**.

RSHE begins in EYFS and continues to Year 6. The learning opportunities below are delivered at different year groups and are age appropriate.

The new statutory DfE guidance for **Relationships education** focuses on teaching the fundamental building blocks and characteristics of positive relationships including

- **Families and people who care for me**

That families are important for children growing up because they can give love, security and stability
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
That others' families (e.g. single parent, same sex, split families, step family, adoptive family, foster family) either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

- **Caring friendships**

How important friendships are in making us feel happy and secure, and how people choose and make friends
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

- **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 preferences or beliefs
Practical steps they can take in a range of different contexts to improve or support respectful relationships
The conventions of courtesy and manners
The importance of self-respect and how this links to their own happiness
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
What a stereotype is, and how stereotypes can be unfair, negative or destructive
The importance of permission-seeking and giving in relationships with friends, peers and adults

- **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

- **Being safe**

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
How to recognise and report feelings of being unsafe or feeling bad about any adult
How to ask for advice or help for themselves or others, and to keep trying until they are heard
How to report concerns or abuse, and the vocabulary and confidence needed to do so
Where to get advice from e.g. family, school and/or other sources

The new statutory DfE guidance for **Health education** focuses on teaching the fundamental building blocks and characteristics of good physical health and mental wellbeing including:

- **Mental wellbeing**

That mental wellbeing is a normal part of daily life, in the same way as physical health
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

- **Internet safety and harms**

That for most people the internet is an integral part of life and has many benefits
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
Why social media, some computer games and online gaming, for example, are age restricted
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
Where and how to report concerns and get support with issues online

- **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; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
The risks associated with an inactive lifestyle (including obesity)
How and when to seek support including which adults to speak to in school if they are worried about their health

- **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 (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

- **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 illness, such as weight loss, or unexplained changes to the body

About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing
The facts and science relating to allergies, immunisation and vaccination

- **Basic first aid**

How to make a clear and efficient call to emergency services if necessary
Concepts of basic first-aid, for example dealing with common injuries, including head injuries

- **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 the key facts about the menstrual cycle

[DfE coverage through PSHE Association Building Blocks Programme within Great Crosby.](#)

These areas of learning are taught within the context of ‘family life’ and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

Equality and diversity

It is the responsibility of primary schools to promote equality and diversity. The ‘No Outsiders: Everyone Different, Everyone Welcome’ resources enables us to prepare children for life in modern Britain where diversity is embraced and there is no fear of difference. See [RSHE Overview](#) for the learning intentions for each year group.

The teaching of **fundamental British Values** will help children to embrace diversity and have no fear of difference. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. These values are:

- Democracy
- Rule of Law
- Mutual respect and tolerance of those with different faiths and beliefs
- Individual Liberty

It is our aim to promote and foster the fundamental British values through our school ethos whilst ensuring that they are also visible in our rich, broad and balanced curriculum and wider offerings to our children such as school council, eco-council, play leaders and prefects.

Equal Opportunities

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Roles and Responsibility

The Governing Body

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

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6* (see right of withdrawal)

Staff

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Pupils

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

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within 'A Journey In Love' the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

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

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

Monitoring arrangements

The delivery of RSHE is monitored by Mrs Crann, Mrs Wallace and Mrs Bayliss by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

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

This policy will be agreed annually by the governors and reviewed every three years.

Resources

The PSHE Yr1-6 The PSHE Association Primary Programme Builder Question based model [..\PSHE Association documentation\1. Primary Programme Builder - Questions-based model.pdf](#)

Early Years Foundation Stage

A Journey in Love 2020 (RSE)

The Underwear PANTS Rule <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

No Outsiders: Everyone different, everyone welcome. Preparing Children for Life in Modern Britain (British Values)

Key Stage One

A Journey in Love 2020 (RSE)

The Underwear PANTS Rule <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

No Outsiders: Everyone different, everyone welcome. Preparing Children for Life in Modern Britain (British Values)

Key Stage Two

A Journey in Love 2020 (RSE)

The Underwear PANTS Rule <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

No Outsiders: Everyone different, everyone welcome. Preparing Children for Life in Modern Britain (British Values)

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

Appendix 1

Statutory Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

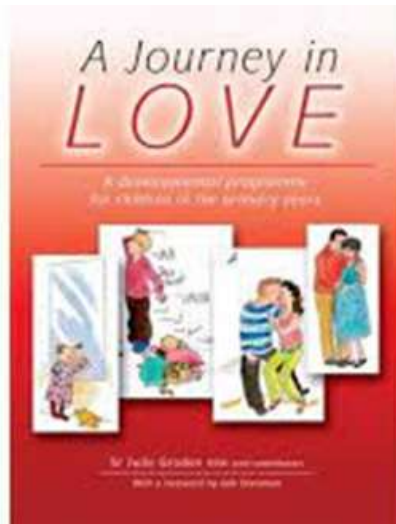
- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

Appendix 2
RSHE Overview



Great Crosby Catholic Primary School

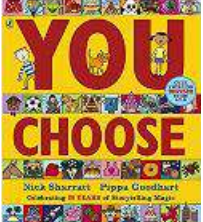
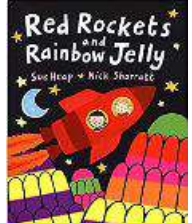

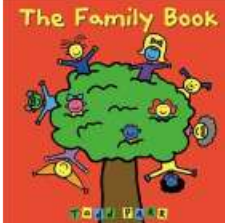
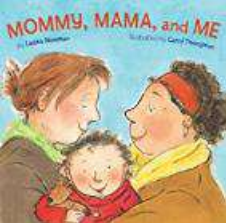

“...that they may have life and have it to the full.” John 10:10

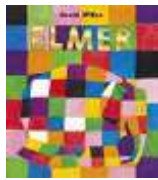
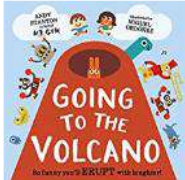
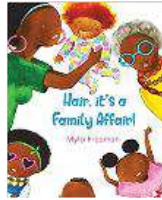
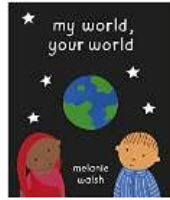


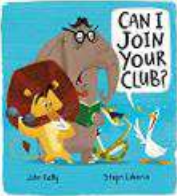


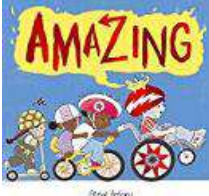
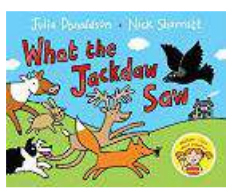

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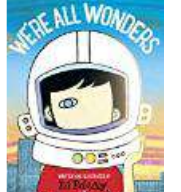
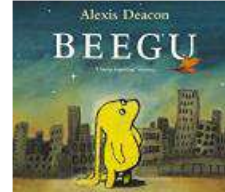
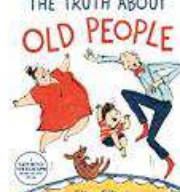

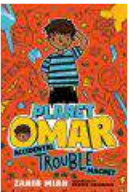
'All different, All welcome'



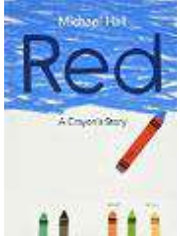
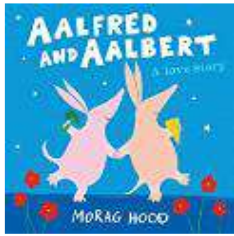

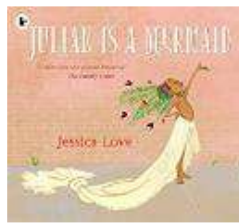



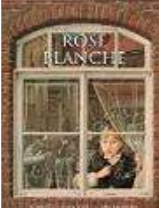



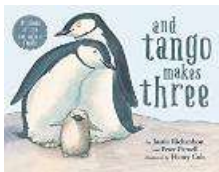
	RSHE area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>No Outsiders The aim is to introduce the message that it's ok to be you and you may be different to me, but that's ok too.</p>						
	<p>To choose what I like. Encourages the children to think of their favourite things and show we all like different things.</p>	<p>Its ok to like different things. Encourages the children to see even though we like different things, we can still like one another.</p>	<p>To say hello. Children continue to look at differences and how no one is left out because of them.</p>	<p>All families are different. Show children there are many types of families.</p>	<p>To celebrate my family. Allows children to understand some families have two mums or two dads.</p>	<p>To make a new friend. Shows the children you don't have to change who you are to be friends with someone.</p>	
<p>A Journey in Love The wonder of being special and unique. The aim is to explore the wonder of being special and unique.</p>	<p>Social & Emotional - To recognise the joy of being a special person in my family. Children explore what they love and enjoy about belonging to a family. The children talk about the people they can go to if they are worried or need help. Children learn to recognise God loves them and their family.</p>	<p>Physical - To recognise that we are all different and unique Children learn that we are all made in the image of God. They explore differences with one another and it is these differences that make us each unique and special.</p>	<p>Spiritual - To celebrate the joy of being a special person in God's family. Children explore ways they celebrate with each other and memories they may have of happy celebrations in their families. Children explore how they celebrate being a special part of God's family.</p>				

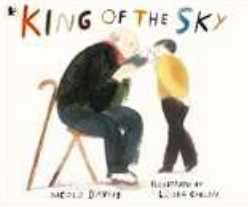
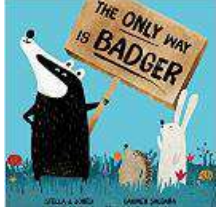

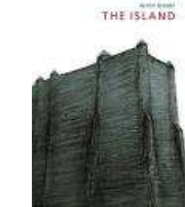
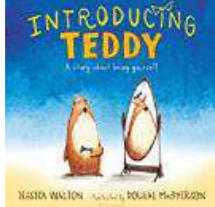

	RSHE area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>No Outsiders</p> <p>The aim is to develop the understanding of difference to consider ways we might be different and how that can sometimes make you feel.</p>						
		<p>I like the way I am. Shows the children how we should not hide our differences but celebrate them.</p>	<p>To join in. Encourages the children to see how we can all work together so that no one is left out.</p>	<p>To find ways to play together. Show children that they can choose what they play with, touching on gender stereotypes, and to find solutions to conflict.</p>	<p>Proud to be me. Encourages children to celebrate their family and ways in which they may be different.</p>	<p>I share the world with lots of people. Children explore how they can have differences but also be similar in other ways.</p>	<p>To work together. Encourages the children to celebrate team work.</p>
	<p>A Journey in Love</p> <p>We meet God's love in our family.</p> <p>The aim is to focus on families and specially growing up in a loving, secure and stable home.</p>	<p>Physical - To recognise how am I cared for and kept safe in my family.</p> <p>Children learn to recognise how they are cared for and kept safe in their families. They learn characteristics of being kept safe, including how to respond when they feel unsafe with people. The children learn about how they have grown and changed and are taught about body parts. The children also learn about rules and boundaries families have to keep one another safe.</p>		<p>Social and Emotional - To recognise signs that I am loved in my family.</p> <p>Children learn to recognise signs that they are loved in their families. The children learn about positive and negative characteristics of relationships, including teasing and bullying and the difference between truth and lies. Children explore how saying sorry shows respect and builds bridges.</p>		<p>Spirituality - To celebrate ways that God loves and cares for us.</p> <p>Children learn to celebrate ways that God loves and care for us. The children learn that God loves and cares for them in a variety of ways and relate to Scripture, in the story of the Lost Sheep. Children explore ways families live in peace and love together. They also think of how they can give thanks to God for his constant love, care and protection in keeping us safe.</p>	
<p>PSHE Association</p>	<p>Relationships - What is the same and different about us? Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p>	<p>Relationships - Who is special to us? Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5</p>	<p>Health and wellbeing - What helps us stay healthy? Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37</p>	<p>Living in the wider world - What can we do with money? Money; making choices; needs and wants PoS refs: L10, L11, L12, L13</p>	<p>Health and wellbeing - Who helps to keep us safe? Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5</p>	<p>Living in the wider world - How can we look after each other and the world? Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p>	

	RSHE area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>No Outsiders The aim is to look at how we make others feel welcome and how we empathise with others.</p>	 <p>To welcome different people. Show children how excluding others can make them feel and the importance of welcoming others.</p>	 <p>To have self-confidence. Children explore peer pressure to behave in a certain way and empathise with others.</p>	 <p>To understand what diversity is. Encourages children to celebrate diversity in the UK today.</p>	 <p>To think about what makes a good friend. Explore friendship where the main character uses a wheelchair but the disability is not mentioned showing the children our differences are not an issue to friendship.</p>	 <p>To communicate in different ways. Children explore how the characters communicate with one another and how important this is.</p>	 <p>To know I belong. This text shows a diverse class of children who come to school with diverse families, where everyone is welcome.</p>
	<p>A Journey in Love We meet God's love in the community. The aim is to describe how we are growing and developing in diverse communities that are God-given.</p>	<p>Physical - Describe ways of being safe in communities. Children explore what makes them feel safe in their families, friendships and wider communities. They also explore what might make them feel unsafe and who and how to ask for help. Children being to consider things that are harming our world and how we can try to stop them, for example pollution.</p>		<p>Social and Emotional - Recognise the joy and friendship of belonging to a diverse community. Children learn about diverse communities and the joys of belonging to a community. They explore the words respect, community, diversity and friendship. Children explore how our behaviours can have an impact on our communities.</p>		<p>Spiritual - Celebrate ways of meeting God in our communities. Children learn about the school mission statement and explore how they live this out. They explore how they show their love of God through acts of service to others, e.g. fundraising, helping in the community (beach cleans, volunteering)</p>	
	<p>PSHE Association</p>	<p>Relationships - What makes a good friend? Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25</p>	<p>Relationships - What is bullying? Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<p>Living in the wider world - What jobs do people do? People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8</p>	<p>Health and wellbeing - What helps us to stay safe? Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<p>Health and wellbeing - What can help us grow and stay healthy? Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9</p>	<p>Health and wellbeing - How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>

	RSHE area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>No Outsiders The aim is to explore discrimination and stereotypes.</p>						
		<p>To understand what discrimination means. Explores how people discriminate and how people can change their minds about people and their views.</p>	<p>To understand what a bystander is. Children explore bullying and what it means to be a bystander. Children explore what they would do in our school if we heard someone being unkind.</p>	<p>To be welcoming. Children explore reasons why someone might feel like an outsider and what people can do to make others feel welcome.</p>	<p>To recognise a stereotype. Children explore what a stereotype is and what can be done if we hear someone being discriminatory.</p>	<p>To recognise and help and outsider. This text explores how one person can be treated as an outsider and people learn it's ok to be different.</p>	<p>To consider living in Britain today. The text offers opportunities to discuss stereotypes, racism, islamophobia and bullying.</p>
	<p>A Journey in Love How we live in love. The aim is to describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe.</p>	<p>Physical - To describe and give reasons why friendships can break down, how they can be repaired and strengthened. Children explore what can trigger disagreements between friends and friendship groups. They learn how these situations can make people feel. Children learn ways to resolve conflict in friendships and why violence is never the answer.</p>		<p>Social and Emotional – To describe and give reasons how friendships make us feel happy and safe. Children explore happy and healthy friendships and the characteristics these would show. Children explore the differences between a relative, a friend and an acquaintance. They explore how friendships make them feel and who to turn to if they didn't feel safe in a friendship. Children explore how behaviour can change when people are online and how friendships can change over time.</p>		<p>Spirituality – To celebrate the joys and happiness of living in friendship with God and others. Children explore how they live in friendship with God through the Sacraments. They focus on the Sacrament of Reconciliation and the act of asking for forgiveness to restore our friendship with God and others.</p>	
<p>PSHE Association</p>	<p>Relationships - How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18</p>	<p>Health and wellbeing - What keeps us safe? Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p>	<p>Relationships - What are families like? Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9</p>	<p>Living in the wider world - What makes a community? Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8</p>	<p>Health and wellbeing - Why should we eat well and look after our teeth? Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<p>Health and wellbeing - Why should we keep active and sleep well? Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	

	RSHE area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>No Outsiders The aim is for children to explore the topics of racism, mental health and acceptance of differences.</p>						
		<p>To help someone accept difference. Children discuss attitudes towards race and racism.</p>	<p>To choose when to be assertive. Teaches the children to go for their dreams and be what you want to be.</p>	<p>To be proud of who I am. Children explore identity and people's expectations, teaching children to be who they are.</p>	<p>To find common ground. This book looks at loneliness and finding common ground to make new friends.</p>	<p>To look after my mental health. Explores the feelings of sadness and the impact these can have. Children look at what makes good mental health.</p>	<p>To show acceptance. Explore how our families support and help us knowing our differences and accepting who we are.</p>
	<p>A Journey in Love God loves us in our differences The aim is to make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</p>	<p>Physical – To describe how we should treat others making links with the diverse modern society we live in. Children explore how every person is different and unique and how we should celebrate these differences. They learn there are different types of family structure. Children consider how we respect others even when they are different to ourselves (physically, ethnically, culturally or religious beliefs). Children learn about the Golden Rule, 'Treat others as you would like them to treat you.'</p>		<p>Social and Emotional – To describe how we should be accepted and respected. Children explore how they each have a part in keeping themselves and others in our families and communities safe. Children explore authoritative figures in their communities who help us work together. Children consider how they can contribute to society as they grow to help make the world we live in a better place.</p>		<p>Spiritual – To celebrate the uniqueness and innate beauty of each of us. Children consider what makes them unique; their special qualities, gifts and talents. Children learn that every child, every person should be celebrated as a source of joy and a gift from God. Children explore how their gifts can be used for the Common Good.</p>	
<p>PSHE Association</p>	<p>Health and wellbeing – What strength, skills and interests do we have? Self-esteem: self-worth; personal qualities; goal setting; managing setbacks. PoS refs: H27, H28, H29, L25</p>	<p>Relationships – How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights. PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, L2, L3, L10</p>	<p>Health and wellbeing – how can we manage our feelings? Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23</p>	<p>Health and wellbeing – How will we grow and change? Growing and changing; Puberty PoS refs: H31, H32, H34</p>	<p>Living in the wider world – How can our choices make a difference to others and the environment? Caring for others; the environment; people & animals; shared responsibilities, making choices and decisions. PoS refs: L4, L5, L19, R34</p>	<p>Health and wellbeing – How can we manage risk in different places? Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	

	RSHE area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>No Outsiders The aim is to explore discrimination and equality.</p>						
		<p>To consider consequences. Explores attitudes towards LGBT+ and homophobia and how this can make people feel like outsiders.</p>	<p>To justify my actions. The text helps children to explore prejudice and the choices people make when faced with danger.</p>	<p>To consider responses to racist behaviour. Children look at race and how people's perceptions can be altered.</p>	<p>To recognise when someone needs help. Revisit the concept of being a bystander (or choosing not to be) and reasons for this.</p>	<p>To explore friendship. Explore friendship and the importance of companionship.</p>	<p>To exchange dialogue and express an opinion. Children explore how this family of two male penguins adopt a chick. Discuss opinions of LGBT+ in the world.</p>
	<p>A Journey in Love God loves us in our changing and developing The aim is to show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc. and grow further in recognising God's presence in our daily lives.</p>	<p>Social and Emotional – To show knowledge and understanding of emotional relationship changes as we grow and develop. Children study the basic stages of emotional childhood development from birth to teenager. They discuss how we may not all meet these stages at the same time as we all develop at different rates. Children explore social and emotional changes and how these might present in their friendships. Children learn where and who to go to if they needed advice for themselves or others.</p>		<p>Physical – To show knowledge and understanding of the physical changes in puberty. Children learn about the importance of taking good care of our bodies and souls. Children learn to recognise the emotional and physical changes that happen during puberty, including the menstrual cycle and ovulation. Children discuss how these changes can positively and negatively affect physical, emotional and mental health.</p>		<p>Spiritual – To celebrate the joy of growing physically and spiritually. Children explore different aspects of human love and reasons why these are important in our lives. Children discuss difficulties that might be faced as their bodies change and grow and understand God's love surrounds them and the Holy Spirit guides, and protects, them.</p>	
<p>PSHE Association</p>	<p>Health and wellbeing – What makes up our identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes. PoS refs: H25, H26, H27, R32, L9</p>	<p>Living in the wider world – What decisions can people make with money? Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<p>Health and wellbeing - How can we help in an accident or emergency? Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44</p>	<p>Relationships – How can friends communicate safely? Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<p>Health and wellbeing – How can drugs common to everyday life affect health? Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<p>Living in the wider world – What jobs would we like? Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	

RSHE area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>No Outsiders The aim is to explore the theme of acceptance.</p>						
	<p>To consider responses to immigration. Children explore the feeling of a young refugee boy who learns to feel a sense of belonging.</p>	<p>To consider language and freedom of speech. The text allows children to discuss conforming behaviours and consequences of actions.</p>	<p>To overcome fears about difference. Children explore fears about the unknown and lack of confidence to go find out.</p>	<p>To consider causes of racism. The story explores the power one group of people have over another and what can happen if prejudice is not challenged.</p>	<p>To show acceptance. Children explore gender, friendship and acceptance.</p>	<p>To consider democracy. Children explore how a democracy works alongside prejudice and LGBT+ equality.</p>
<p>A Journey in Love The wonder of God's love in creating new life The aim is to develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p>	<p>Social and Emotional – To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> <p>Children discuss their understanding of love focusing on the teaching of St Paul. Children consider how this is shown within families, at school and in our communities. Children learn about different types of families and that they are all unique just like us. They discuss the qualities that contribute to caring, loving families and learn about the Sacrament of Marriage.</p>		<p>Physical – Explain how human life is conceived.</p> <p>Children consider the key building blocks of a loving relationship. Children learn about male and female reproductive organs sexual intercourse and the conception of new life. Children understand how a child grows within the womb.</p>		<p>Spiritual – Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</p> <p>Children explore the characteristics of positive respectful relationships, including the different ways we can make friends and relationships with others. Children learn how to keep themselves safe online, recognising risks and who and how we report these to. They also learn about lifelong relationships and marriage.</p>	
<p>PSHE Association</p>	<p>Health and wellbeing – How can we keep healthy as we grow? Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>		<p>Living the wider world – How can the media influence people?</p> <p>Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>		<p>Relationships – What will change as we become more independent? How do friendships change as we grow?</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school. PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	



Great Crosby Catholic Primary School
Programme of Study for PSHE - PSHE Association



CORE THEME 1: HEALTH AND WELLBEING

KS1 Learning opportunities in Health and Wellbeing <i>Pupils learn...</i>	KS2 Learning opportunities in Health and Wellbeing <i>Pupils learn...</i>
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Healthy lifestyles (physical wellbeing)

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
H1. about what keeping healthy means; different ways to keep healthy	/	/	H1. how to make informed decisions about health	/		/	/
H2. about foods that support good health and the risks of eating too much sugar		/	H2. about the elements of a balanced, healthy lifestyle	/			/
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday		/	H3. about choices that support a healthy lifestyle, and recognise what might influence these	/		/	/
H4. about why sleep is important and different ways to rest and relax		/	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	/		/	/
H5. simple hygiene routines that can stop germs from spreading	/		H5. about what good physical health means; how to recognise early signs of physical illness	/			/
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	/		H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	/			/
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	/		H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	/			/
H8. how to keep safe in the sun and protect skin from sun damage		/	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	/			/
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV		/	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	/			

H10. about the people who help us to stay physically healthy	/		H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	/			
			H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	/			/
			H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer		/		/
			H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	/			/
			H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	/			/

Mental health

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
H11. about different feelings that humans can experience		/	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health				/
H12. how to recognise and name different feelings		/	H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing				/
H13. how feelings can affect people’s bodies and how they behave		/	H17. to recognise that feelings can change over time and range in intensity		/		
H14. how to recognise what others might be feeling		/	H18. about everyday things that affect feelings and the importance of expressing feelings		/		
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things		/	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;		/		

H16. about ways of sharing feelings; a range of words to describe feelings		/	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations		/		
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)		/	H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others				/
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good		/	H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult				/
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it		/	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement		/		
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better		/	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools				/

Ourselves, growing and changing

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
H21. to recognise what makes them special	/		H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)			/	
H22. to recognise the ways in which we are all unique	/		H26. that for some people gender identity does not correspond with their biological sex	/		/	
H23. to identify what they are good at, what they like and dislike	/		H27. to recognise their individuality and personal qualities		/	/	
H24. how to manage when finding things difficult		/	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth		/		
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	/		H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking		/		
H26. about growing and changing from young to old and how people's needs change	/	/	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction				/
H27. about preparing to move to a new class/year group	/	/	H31. about the physical and emotional changes that happen when approaching and during puberty		/		

			(including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)				
			H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene		/		
			H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ¹				/
			H34. about where to get more information, help and advice about growing and changing, especially about puberty		/		/
			H35. about the new opportunities and responsibilities that increasing independence may bring				/
			H36. strategies to manage transitions between classes and key stages				/

Keeping safe

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
H28. about rules and age restrictions that keep us safe		/	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming		/		
H29. to recognise risk in simple everyday situations and what action to take to minimise harm		/	H38. how to predict, assess and manage risk in different situations		/		
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)		/	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe	/			
H31. that household products (including medicines) can be harmful if not used correctly		/	H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	/			/
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach,		/	H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road)		/		

shopping centre, park, swimming pool, on the street) and how to cross the road safely			and firework safety; safe use of digital devices when out and about				
H33. about the people whose job it is to help keep us safe	/		H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	/	/		
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them		/	H43. about what is meant by first aid; basic techniques for dealing with common injuries ²	/		/	
H35. about what to do if there is an accident and someone is hurt	/		H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	/		/	
H36. how to get help in an emergency (how to dial 999 and what to say)	/		H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk ³		/		

Drugs, alcohol and tobacco

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
H37. about things that people can put into their body or on their skin; how these can affect how people feel	/		H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break			/	/
			H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others		/	/	
			H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);			/	
			H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping				/
			H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns			/	

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships
Pupils learn...

KS2 Learning opportunities in Relationships
Pupils learn...

Families and close positive relationships

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	/		R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)			/	
R2. to identify the people who love and care for them and what they do to help them feel cared for	/		R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different				/
R3. about different types of families including those that may be different to their own	/		R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong				/
R4. to identify common features of family life	/		R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others				/
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	/		R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart	/			/
			R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	/			/
			R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability	/			
			R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty	/			

			R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	/			
Friendships							
OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
R6. about how people make friends and what makes a good friendship		/	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	/			/
R7. about how to recognise when they or someone else feels lonely and what to do		/	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships	/			
R8. simple strategies to resolve arguments between friends positively		/	R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face		/		
R9. how to ask for help if a friendship is making them feel unhappy		/	R13. the importance of seeking support if feeling lonely or excluded	/			
			R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	/			
			R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others		/		
			R16. how friendships can change over time, about making new friends and the benefits of having different types of friends				/
			R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	/			
			R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	/		/	

Managing hurtful behaviour and bullying

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online		/	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour		/		
R11. about how people may feel if they experience hurtful behaviour or bullying		/	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support		/		
R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult		/	R21. about discrimination: what it means and how to challenge it		/		

Safe relationships

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	/		R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);		/		
R14. that sometimes people may behave differently online, including by pretending to be someone they are not		/	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns		/		
R15. how to respond safely to adults they don't know	/	/	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know		/	/	
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe		/	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	/	/		
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought		/	R26. about seeking and giving permission (consent) in different situations	/		/	
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)		/	R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret		/		

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe		/	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	/	/		
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	/	/	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	/	/	/	

Respecting self and others

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
R21. about what is kind and unkind behaviour, and how this can affect others	/	/	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online		/		
R22. about how to treat themselves and others with respect; how to be polite and courteous	/	/	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships		/		
R23. to recognise the ways in which they are the same and different to others	/		R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background	/		/	
R24. how to listen to other people and play and work cooperatively	/	/	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	/			
R25. how to talk about and share their opinions on things that matter to them	/	/	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with		/	/	

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World
Pupils learn...

KS2 Learning opportunities in Living in the Wider World
Pupils learn...

Shared responsibilities

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
L1. about what rules are, why they are needed, and why different rules are needed for different situations	/	/	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws		/		
L2. how people and other living things have different needs; about the responsibilities of caring for them	/		L2. to recognise there are human rights, that are there to protect everyone		/		
L3. about things they can do to help look after their environment	/		L3. about the relationship between rights and responsibilities		/		
			L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others		/		
			L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)		/		

Communities

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
L4. about the different groups they belong to	/		L6. about the different groups that make up their community; what living in a community means	/			
L5. about the different roles and responsibilities people have in their community	/		L7. to value the different contributions that people and groups make to the community	/			
L6. to recognise the ways they are the same as, and different to, other people	/		L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	/			
			L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes			/	

			L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced		/		
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Media literacy & digital resilience

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others		/	L11. recognise ways in which the internet and social media can be used both positively and negatively				/
L8. about the role of the internet in everyday life		/	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results				/
L9. that not all information seen online is true		/	L13. about some of the different ways information and data is shared and used online, including for commercial purposes				/
			L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information				/
			L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images				/
			L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation				/

Economic wellbeing: Money

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
L10. what money is; forms that money comes in; that money comes from different sources	/		L17. about the different ways to pay for things and the choices people have about this			/	
L11. that people make different choices about how to save and spend money	/		L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'			/	
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want	/		L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)		/		

L13. that money needs to be looked after; different ways of doing this	/		L20. to recognise that people make spending decisions based on priorities, needs and wants			/	
			L21. different ways to keep track of money			/	
			L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe			/	
			L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations				/
			L24. to identify the ways that money can impact on people's feelings and emotions			/	

Economic wellbeing: Aspirations, work and career

OBJECTIVE	EVIDENCE		OBJECTIVE	EVIDENCE			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
L14. that everyone has different strengths	/		L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes		/		
L15. that jobs help people to earn money to pay for things	/	/	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life			/	
L16. different jobs that people they know or people who work in the community do		/	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them			/	
L17. about some of the strengths and interests someone might need to do different jobs		/	L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)			/	
			L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid			/	
			L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation			/	

			L31. to identify the kind of job that they might like to do when they are older			/	
			L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)			/	