PSHE 2020
(Personal Social Health Economic education)

RSE 2020
(Relationship Sex and Health Education)

What is PSHE

"Schools, in partnership with parents, have a vital role in preparing children and young people to negotiate the challenges and opportunities of an increasingly complex world. ***Personal, Social, Health and Economic (PSHE) education is the school subject that deals with real life issues affecting our children, families and communities. It's concerned with the social, health and economic realities of their lives, experiences and attitudes. It supports pupils to be healthy (mentally and physically); safe (online and offline) and equipped to thrive in their relationships and careers.*** *PSHE education helps all children and young people — the highest achievers as well as the vulnerable and excluded — to achieve their fullest potential".*

https://www.pshe-association.org.uk/pshe-education-guide-parents

What is RSE (Relationship Sex and Health Education)

RSE is part of PSHE and from September 2020 becomes a compulsory part of the curriculum.

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.

Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Department for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

At Rakegate we will be making some changes to our coverage and delivery of PSHE to include all elements of RSE.

Definition of Relationship and Sex Education at Rakegate Primary

Relationship and Sex Education is part of the Personal, Social, Health and Economic education (PSHE) curriculum in our school. When we inform our pupils through Relationship Sex and Health Education (RSE) about relationships and sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Relationship and Sex Education as a means of promoting any form of sexual orientation.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. This has been identified by our Local Authority Healthy Relationships & Behaviours Survey 2018, where our main 3 priorities were identified as; obesity prevention, Relationship and Sex Education and Oral Health. (Rakegate's RSE policy May 2020)

The Right to Withdraw from RSE from September 2020

"Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education). Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is 'likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child'). Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'"
(PSHE Association 2019).

Programme of Study for PSHE
Education (Key stages 1–5)

PROGRAMME OF STUDY FOR PSHE EDUCATION
KEY STAGES 1–5

UPDATED FOR 2020

From September 2020 we will be using a programme of study adapted from The PSHE Association's own programme of study.

PSHE lessons will be delivered weekly and cover a range of different topics and themes, across the school. The lessons will be sensitive to the children's age and needs.

Some elements of the PSHE curriculum are already being delivered as part of a Science, PE or the Religious Education curriculum.

The PSHE lessons will be delivered by Teachers and Teaching Assistants as well as involving other professionals such as the School Nurses and guest speakers for charitable organisations.

See below for an overview of what will be covered in each year group.

YEAR 1- OVERVIEW

Term	Topic	In this unit of work, student learn...
Autumn-Relationships	**Families and friendships** Roles of different people; families; feeling cared for	• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family
	Safe relationships Recognising privacy; staying safe; seeking permission	• about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
	Respecting ourselves and others How behaviour affects others; being polite and respectful	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns

YEAR 1- OVERVIEW

Term	Topic	In this unit of work, student learn...
Spring-Living in the wider world	**Belonging to a community** What rules are; caring for others' needs; looking after the environment	• about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling
	Media literacy and Digital resilience Using the internet and digital devices; communicating online	• how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
	Money and Work Strengths and interests; jobs in the community	• that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do

YEAR 1 - OVERVIEW

Term	Topic	In this unit of work, student learn...
Summer-Health and wellbeing	**Physical health and Mental wellbeing** Keeping healthy; food and exercise; hygiene routines; sun safety	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong	• to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave
	Keeping safe How rules and age restrictions help us; keeping safe online	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared

YEAR 2-OVERVIEW		
Term	Topic	In this unit of work, student learn...
Autumn-Relationships	**Families and friendships** Making friends; feeling lonely and getting help	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	• how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions	• about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views

YEAR 2-OVERVIEW

Term	Topic	In this unit of work, student learn…
Spring-Living in the wider world	**Belonging to a community** Belonging to a group; roles and responsibilities; being the same and different in the community	• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community
	Media literacy and Digital resilience The internet in everyday life; online content and information	• the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
	Money and Work What money is; needs and wants; looking after money	• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants

YEAR 2-OVERVIEW

Term	Topic	In this unit of work, student learn...
Summer-Health and wellbeing	**Physical health and Mental wellbeing** Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	• about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
	Growing and changing Growing older; naming body parts; moving class or year	• about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year
	Keeping safe Safety in different environments; risk and safety at home; emergencies	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say • how to keep safe in the sun

YEAR 3- OVERVIEW

Term	Topic	In this unit of work, student learn...
Autumn-Relationships	**Families and friendships** What makes a family; features of family life	• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour	• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour
	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society

YEAR 3-OVERVIEW

Term	Topic	In this unit of work, student learn...
Spring-Living in the wider world	**Belonging to a community** The value of rules and laws; rights, freedoms and responsibilities	• the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn
	Media literacy and Digital resilience How the internet is used; assessing information online	• how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication
	Money and Work Different jobs and skills; job stereotypes; setting personal goals I	• about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby

YEAR 3- OVERVIEW

Term	Topic	In this unit of work, student learn...
Summer-Health and wellbeing	**Physical health and Mental wellbeing** Health choices and habits; what affects feelings; expressing feelings	• about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful
	Growing and changing Personal strengths and achievements; managing and reframing setbacks	• that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, • including road, rail, water and firework safety • how to keep safe in the sun

YEAR 4-OVERVIEW

Term	Topic	In this unit of work, student learn...
Autumn-Relationships	**Families and friendships** Positive friendships, including online	• about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	• to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively	• to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone

YEAR 4 OVERVIEW

Term	Topic	In this unit of work, student learn...
Spring-Living in the wider world	**Belonging to a community** What makes a community; shared responsibilities	• the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them
	Media literacy and Digital resilience How data is shared and used	• that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access
	Money and Work Making decisions about money; using and keeping money safe	• how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

YEAR 4- OVERVIEW

Term	Topic	In this unit of work, student learn...
Summer-Health and wellbeing	**Physical health and Mental wellbeing** Maintaining a balanced lifestyle; oral hygiene and dental care	• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
	Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	• how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, **erections and wet dreams (This will be taught in Y5 unless there is a specific need in Y4)** • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing • regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty
	Keeping safe Medicines and household products; drugs common to everyday life	• the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice • how to keep safe in the sun

YEAR 5- OVERVIEW

Term	Topic	In this unit of work, student learn...
Autumn-Relationships	**Families and friendships** Managing friendships and peer influence	• what makes a healthy friendship and how they make people feel included strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships
	Safe relationships Physical contact and feeling safe	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact
	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination	• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, • including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online

YEAR 5- OVERVIEW		
Term	Topic	In this unit of work, student learn...
Spring-Living in the wider world	**Belonging to a community** Protecting the environment; compassion towards others	• about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact	• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information
	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes	• to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, • working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training

YEAR 5-MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, student learn…
Summer-Health and wellbeing	**Physical health and Mental wellbeing** Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	- how sleep contributes to a healthy lifestyle - healthy sleep strategies and how to maintain them - about the benefits of being outdoors and in the sun for physical and mental health - how to manage risk in relation to sun exposure, including skin damage and heat stroke - how medicines can contribute to health and how allergies can be managed - that some diseases can be prevented by vaccinations and immunisations - that bacteria and viruses can affect health - how they can prevent the spread of bacteria and viruses with everyday hygiene routines - to recognise the shared responsibility of keeping a clean environment
	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing	- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes - that for some people their gender identity does not correspond with their biological sex - how to recognise, respect and express their individuality and personal qualities - ways to boost their mood and improve emotional wellbeing - about the link between participating in interests, hobbies and community groups and mental wellbeing **key facts about, erections and wet dreams (moved from Y4 curriculum)**
	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM	- to identify when situations are becoming risky, unsafe or an emergency - to identify occasions where they can help take responsibility for their own safety - to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour - how to deal with common injuries using basic first aid techniques - how to respond in an emergency, including when and how to contact different emergency services - that female genital mutilation (FGM) is against British law[1] - what to do and whom to tell if they think they or someone they know might be at risk of FGM

YEAR 6- OVERVIEW		
Term	Topic	In this unit of work, student learn…
Autumn-Relationships	**Families and friendships** Attraction to others; romantic relationships; civil partnership and marriage	• what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including • those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried
	Safe relationships Recognising and managing pressure; consent in different situations	• to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or • that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations
	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues	• about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements

YEAR 6- OVERVIEW

Term	Topic	In this unit of work, student learn...
Spring-Living in the wider world	**Belonging to a community** Valuing diversity; challenging discrimination and stereotypes	• what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this
	Media literacy and Digital resilience Evaluating media sources; sharing things online	• about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact
	Money and Work Influences and attitudes to money; money and financial risks	• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks

Term	Topic	In this unit of work, student learn...
Summer-Health and wellbeing	**Physical health and Mental wellbeing** What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	• that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online
	Growing and changing Human reproduction and birth; increasing independence; managing transitions	• to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • ***what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults*** • ***how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb*** • ***that pregnancy can be prevented with contraception*** • ***about the responsibilities of being a parent or carer and how having a baby changes someone's life***

Growing and changing- Parts in **bold** will be delivered as part of School Nurse sessions.

Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	- how to protect personal information online - to identify potential risks of personal information being misused - strategies for dealing with requests for personal information or images of themselves - to identify types of images that are appropriate to share with others and those which might not be appropriate - that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be - what to do if they take, share or come across an image which may upset, hurt or embarrass them or others - how to report the misuse of personal information or sharing of upsetting content/ images online - about the different age rating systems for social media, T.V, films, games and online gaming - why age restrictions are important and how they help people make safe decisions about what to watch, use or play - about the risks and effects of different drugs - about the laws relating to drugs common to everyday life and illegal drugs - to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs - about the organisations where people can get help and support concerning drug use - how to ask for help if they have concerns about drug use - about mixed messages in the media relating to drug use and how they might influence opinions and decisions

Resources used to deliver the curriculum will be age appropriate and sensitive to the children's needs. We will be using elements from Twinkl's PSHE scheme. Below is an example of lessons and resources that might be used to support the teaching of Health and Wellbeing in year 1.

If you have any questions regarding your child's PSHE/RSE lessons then please contact a member of staff.

Mrs Horton- Headteacher

Mrs Rogers- Deputy Headteacher

Mrs Taylor- Assistant Headteacher

Miss Livesey- PSHE Lead for Rakegate school

Further information about PSHE and RSE can be found by visiting the websites below

https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

https://www.pshe-association.org.uk/