



## **MICKLEOVER PRIMARY SCHOOL**

**Name of Policy:** Relationships, Sex and Health Education (RSHE)

**Date of Policy:** March 2022

**Member of Staff responsible:** K Halliday

**Review date:** March 2024

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

### **At Mickleover Primary School**

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



## Relationships, Sex and Health Education (RSHE) Policy

### INTRODUCTION

This policy has been written in accordance with 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. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Please see the DfE Statutory Guidance for RSHE

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### DEVELOPMENT OF THE POLICY

This policy has been developed by working in Partnership with schools in Derby City (See appendix 1 for list). A core focus of this partnership was seeking and gaining the views of local religious and community groups, ensuring representation of the protected characteristics of the Equality Act 2010.

### CONSULTATION WITH PARENTS

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in appendix 2 of this policy.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum



The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents have access via the school website to our RSHE Progression of Skills and Knowledge in RSHE Map (See Appendix 5) which outlines knowledge skills and vocabulary introduced within each Year Group for each unit of work. The progression map is supplemented with our half termly Knowledge Organisers which outline key vocabulary, questions, resources and learning objectives for each unit of work.

## **CURRICULUM INTENT**

At Mickleover Primary School, we want all of our children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of society. Our pupils are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, our pupils need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We aim to

- Prepare our pupils for the opportunities, responsibilities and experiences of adult life.
- Equip our children with the skills, knowledge and personal attributes, which will enable them to make informed, decisions about their wellbeing, health and relationships as well as prepare them for a successful adult life.
- Build children's self-efficacy.
- Foster pupil wellbeing
- Develop resilience and character within our pupils
- Develop personal attributes including kindness, integrity, generosity, and honesty.

## **CURRICULUM IMPLEMENTATION**

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

## **RELATIONSHIPS EDUCATION**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to

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

At Mickleover Primary School, our **Relationships Education curriculum** puts in place the building blocks that our pupils need in order to develop positive and safe relationships, including with family, friends and online. We teach our pupils what a relationship is, what friendship is, what family means and who can support them. By the end of KS2, our pupils will have been taught content on families and



people who care for me, caring friendships, respectful relationships, online relationships and being safe.

### **Health Education**

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

At Mickleover Primary School, our **Health Education curriculum** aims to give our pupils the knowledge and skills 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 KS2 our 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 and the changing adolescent body.

### **SEX EDUCATION**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we **do not** teach pupils sex education beyond what is required of the science curriculum. Our lessons are taught through our curriculum Science units and through the Growing Up and Changes units for PSHE Matters.

At Mickleover Primary School, our **Sex Education** curriculum is based on the statutory primary science curriculum. We do not teach pupils sex education beyond what is required of the science curriculum. Our lessons are taught through our curriculum Science units and through the Growing Up and Changes units for PSHE. Year 4 children are taught about the similarities and differences between boys and girls and the Y4 girls have a 'periods talk' in the Summer term. Parents are informed and information is shared via e-mail before pupils start this unit. In Year 5 pupils work to produce a 'baby booklet' to document changes to themselves as they have grown from a baby to a 10-year-old. Boys and girls are taught separately about the changes to their bodies and the changes they will be going through as they



begin to mature into adolescence In Year 6, this work is recapped and pupils learn about the changes that the opposite gender will go through. This is also completed as single gender classes. Parents are informed and information is shared via e-mail before pupils start this unit.

(See Appendix 3 for Primary Science Statutory requirements)

In line with our school's safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

## DELIVERY

Our Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, Science curriculum, Physical Education (PE), Computing and some aspects are included in Religious Education (RE). (Please see appendix 4 for coverage of the statutory content across the school's curriculum.)

Our PSHE curriculum is based on the PSHE Matters: A PSHE Curriculum for Primary Schools scheme. We use a spiral curriculum where the PSHE Units are revisited on a two yearly cycle. Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school e.g. about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

## QUESTIONS

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to Relationships, Sex and Health Education (RSHE) Lead and Designated Mental Health and Wellbeing Lead.

Teachers will apply the following principles:

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- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

Members of staff responsible for teaching the subjects will undergo further training led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

## **EQUALITY AND ACCESSIBILITY**

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting

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sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as “boys don't cry”, or “girls shouldn't play football” and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out expectations of pupils.

### **PARENTS' RIGHT TO WITHDRAW**

Parents **do not** have the right to withdraw their children from relationships education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum (see appendix 4 for objectives taught and terminology used). The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same gender.  
(See Appendix 4 – DfE Leaflet which is available on the school's website)

### **MONITORING AND REVIEW**

This policy will be reviewed on a biannual basis by the relationships, sex, health education (RSHE) subject lead, Headteacher and governors.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils by newsletter and the school website.

This policy links with the following other school policies and documents:

- Equality Statement
- Mental Health and Wellbeing policy
- E Safety Policy
- Science, PE, RE, Computing, RE, PE Curriculum policies
- Safeguarding Policy
- PE/ Sports Premium action plan
- Behaviour Policy



- Anti-bullying Policy
- Inclusion policy
- SEND policy
- Drugs Policy





## APPENDIX 1

### CONSULTATION PARTNERS:

- Akaal Primary School
- Arboretum Primary School
- Dale Primary School
- Firs Primary School
- Hardwick Primary School
- Mickleover Primary School
- PearTree Infant and Walbrook Nursery School
- Pear Tree Junior School
- Shelton Infant School
- St Chad's Church of England Nursery and Infant School
- St James' Church of England Infant and Nursery School
- St James' Church of England Junior School
- Zaytouna Primary School
- Derby City Council Education Officer

### Representatives from:

- The Muslim faith
- The Sikh faith
- Church of England
- Methodist
- Virtual School
- Derbyshire LGBT+



## APPENDIX 2

### How Mickleover Primary school consulted parents in the development and delivery of the curriculum:

Our school understands the important role parents play in enhancing their children's understanding of relationships and health. Parents' views are important in shaping the curriculum.

Our school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through workshops/meetings/letters/surveys

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Our school aims to build positive relationships with parents and we invite them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time. Our Parents' Forum were introduced to and discussed the new statutory framework in the Spring of 2020 and parents were given the opportunity to feedback on the new RSHE policy in March 2020 through email (due to school closures because of Coronavirus). This is an ongoing process of review and feedback. Once approved by Governors, the policy is published to the school website and parents are informed of its update and where they can access the policy.

In the Summer term, Year 4, 5 and 6 parents are sent via e-mail information relating to our Growing Up units of work. This information provides parents with the context, content and ground rules for the teacher led sessions. Parents are invited to contact school to discuss any concerns they may have relating to the sessions and either the class teacher or PSHE Lead will phone or arrange a meeting to discuss these concerns further **before** the content is taught.



### APPENDIX 3

## Objectives taught and terminology used in the science curriculum as set out in the National Curriculum

### Year 1

#### Statutory requirements

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### *Notes and guidance (non-statutory)*

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

### Year 2

#### Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

#### Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.



### Notes and guidance (non-statutory)

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

**Year 3 and Year 4 – nothing linked**

**Year 5**

#### Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

#### Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.



### **Notes and guidance (non-statutory)**

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

### **Year 6**

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.



## APPENDIX 4

### 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.



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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.

## APPENDIX 5

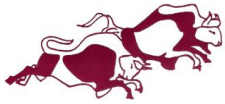


How Mickleover Primary School covers the statutory content of relationships and health education across the school's curriculum

Relationships, Sex and Health Education Curriculum Progression of Knowledge and Skills Map. At MPS pupils are taught specific PSHE units through PSHE Matters, Derbyshire Scheme of work for PSHE. All units are linked to work by the PSHE Association and follow the statutory requirements for RSE from September 2020. The unit objectives are linked to the PSHE Association long term overview.

<b>Drug Education</b>	<b>Pupils will be able to:</b>		
<b>EYFS</b>	<b>KS1 - Year 2</b>	<b>KS2 - Year 4</b>	<b>KS2 - Year 6</b>
<b>Early Learning Goal</b> <ul style="list-style-type: none"> <li>• See themselves as valuable individuals.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>• Express their ideas and feelings about their experiences using full sentences</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Explore the role of medicines (use when we are ill / prevent illness/ manage a condition.)</li> <li>• Understand that household products, including medicines, can be harmful if not properly used.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe the different purposes that medicines have</li> <li>• Explain the importance of taking medicines correctly and using household products safely</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Understand that there are rules and laws surrounding the use of medicines, drugs and household products</li> <li>• Reflect on the risks/effects that legal drugs common to everyday life can have on health</li> </ul>
	<b>Managing Risk</b> <ul style="list-style-type: none"> <li>• Explore that medicines come in different forms and are used in different ways</li> <li>• Understand that things that people put into their body or on their skin can affect how they feel</li> <li>• Talk about some simple rules for staying safe around medicines and other household substances/products</li> <li>• Identify people they can go to if they are ill, worried or to help them / others stay healthy</li> </ul>	<b>Managing Risk</b> <ul style="list-style-type: none"> <li>• Describe risks in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm</li> <li>• Explore the possible risks and consequences of using / misusing legal drugs / household products in everyday situations</li> <li>• Identify a circle of support and how to ask for help</li> <li>• Demonstrate what to do in an emergency situation</li> </ul>	<b>Managing Risk</b> <ul style="list-style-type: none"> <li>• Describe some ways in which alcohol, tobacco and other substances can affect the body / decision making</li> <li>• Explain why some substances are harmful for growing bodies</li> <li>• Analyse mixed message in the media relating and recognising how they might influence opinions/ behaviour</li> <li>• Identify a range of strategies to better manage situations involving peer influence / approval</li> <li>• Research reliable sources of information/support for children adults affected by their own or someone else's drug use.</li> </ul>





<b>Exploring Emotions</b>	<b>Pupils will be able to:</b>		
<b>EYFS</b>	<b>KS1 - Year 1</b>	<b>KS2 - Year 3</b>	<b>KS2 - Year 5</b>
<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>Express their ideas and feelings about their experiences using full sentences</li> </ul>	<b>Exploring Emotions</b>	<b>Exploring Emotions</b>	<b>Exploring Emotions</b>
	<ul style="list-style-type: none"> <li>Name a range of words to describe feelings</li> <li>Understand that all feelings are ok.</li> <li>Understand that feelings can affect how our bodies feel and behave</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider vocabulary to describe how they feel</li> <li>Describe feelings that can be comfortable / uncomfortable</li> <li>Recognise that feelings can differ in intensity</li> </ul>	<ul style="list-style-type: none"> <li>Use a varied vocabulary when talking about feelings</li> <li>Understand that sometimes we can have conflicting feelings</li> <li>Explain that feelings can change over time and range in intensity</li> </ul>
	<b>Recognising Emotions</b>	<b>Recognising Emotions</b>	<b>Recognising Emotions</b>
	<ul style="list-style-type: none"> <li>Explore how to recognise different feelings</li> <li>Talk about how we recognise what others might be feeling</li> <li>Understand that not everyone feels the same about the same things</li> </ul>	<ul style="list-style-type: none"> <li>Explore how everyday things can affect how we think, feel and behave</li> <li>Describe what supports good mental/physical health</li> <li>Identify that not everyone feels the same about the same things</li> </ul>	<ul style="list-style-type: none"> <li>Understand that feelings can impact our mental and physical health</li> <li>Recognise the importance of taking care of mental health and wellbeing</li> <li>Discuss the signs that suggest that someone might be struggling with their mental health</li> </ul>
	<b>Managing Emotions</b>	<b>Managing Emotions</b>	<b>Managing Emotions</b>
	<ul style="list-style-type: none"> <li>Talk about ways to manage big and uncomfortable feelings</li> <li>Identify who they can ask for help and can demonstrate how to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings</li> <li>Understand the importance of not bottling up how you are feeling</li> <li>Understand the importance of asking for help if feelings become too uncomfortable</li> <li>Explain how they can access help</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies that they could use to respond to feelings, including conflicting feelings</li> <li>Record strategies and behaviours that support mental health and wellbeing</li> <li>Explain how to seek support for themselves and for others</li> </ul>



<b>Being Healthy</b>	<b>Pupils will be able to:</b>		
<b>EYFS</b>	<b>KS1 - Year 1</b>	<b>KS2 - Year 3</b>	<b>KS2 - Year 5</b>
<b>Early Learning Goal</b>	<b>Factors of a Healthy Lifestyle</b>	<b>Factors of a Healthy Lifestyle</b>	<b>Factors of a Healthy Lifestyle</b>
<ul style="list-style-type: none"> <li>• Manage their own needs.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ tooth brushing</li> <li>○ sensible amounts of 'screen time'</li> <li>○ having a good sleep routine</li> <li>○ being a safe pedestrian</li> </ul> </li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and others' needs.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their</li> </ul>	<ul style="list-style-type: none"> <li>• Explore what 'being healthy' means and why it is important</li> <li>• Understand that food is necessary to keep our bodies healthy</li> <li>• Identify that food choices can vary for families /cultures</li> <li>• Name / describe different physical activities and identify ones they enjoy</li> <li>• Explain how physical activity can help us to stay healthy</li> <li>• Understand that sleep and relaxation are important for growing and keeping healthy</li> <li>• Talk about healthy ways to feel good, calm down or change their mood</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what a healthy lifestyle is and why it is important</li> <li>• Understand what a healthy, balanced diet may include</li> <li>• Understand what an informed choice is</li> <li>• Identify opportunities for physical activity within their everyday lives</li> <li>• Describe some consequences of being physically inactive, on the mind and body</li> <li>• Identity routines that support good quality sleep</li> <li>• Explore strategies and behaviours that support mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Identify things that can affect someone's physical/mental health</li> <li>• Explain what constitutes a healthy diet and the risks associated with not having one</li> <li>• Reflect on what may influence our choices to have a balance lifestyle</li> <li>• Identify what good physical health means and how to seek help if they are worried about their health</li> <li>• Recognise habits that can have both positive/negative effects on a healthy lifestyle</li> <li>• Understand routines/strategies that support good quality sleep; the effects of lack of sleep</li> <li>• Identify strategies and behaviours that support mental health</li> </ul>
	<p><b>Hygiene, Health and Prevention</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to brush teeth</li> <li>• Explain what good dental care is- understanding the food /drinks that support it</li> <li>• Demonstrate simple hygiene routines that stop germs from spreading</li> <li>• Begin to recognise different ways of staying healthy in the sun</li> </ul>	<p><b>Hygiene, Health and Prevention</b></p> <ul style="list-style-type: none"> <li>• Explain what good dental health means, including how to brush and floss</li> <li>• Identify the effects of different foods/drinks on the teeth</li> <li>• Identify the everyday hygiene routines that can limit the spread of infection</li> <li>• Identify the benefits/risks of sun exposure</li> </ul>	<p><b>Hygiene, Health and Prevention</b></p> <ul style="list-style-type: none"> <li>• Identify the everyday routines that improve dental health</li> <li>• Identify the everyday routines/habits that can limit the spread of infection</li> <li>• Understand the wider importance of personal hygiene and how to maintain it</li> <li>• Explain how to keep safe from sun damage and reduce the risk of skin cancer</li> </ul>



Mickleover Primary School  
Relationships, Sex and Health Education Policy (RSHE)

<ul style="list-style-type: none"> <li>teachers and peers.</li> <li>Express their ideas and feelings about their experiences using full sentences</li> </ul>	<ul style="list-style-type: none"> <li>Understand what it means to take a break and how this is important for our health</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance</li> </ul>	<ul style="list-style-type: none"> <li>Identify the benefits of the internet and strategies for managing / balancing time online/offline</li> </ul>
<b>Growing Up</b>		<b>Pupils will be able to:</b>	
<b>EYFS</b>	<b>KS1 - Year 2</b>	<b>KS2 -Year 4</b>	<b>KS2 - Year 6</b>
<b>Early Learning Goal</b>	<b>Growing and Changing</b>	<b>Growing and Changing</b>	<b>Growing and Changing</b>
<ul style="list-style-type: none"> <li>See themselves as valuable individuals.</li> <li>Manage their own needs.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>Express their ideas and feelings about their experiences using full sentences</li> </ul>	<ul style="list-style-type: none"> <li>Name the main parts of the body including the vagina and penis</li> <li>Recognise the difference between male and female body parts</li> <li>Understand the human life cycle and that people grow from young to old</li> <li>Describe ways that people's needs and bodies change as they grow</li> <li>Talk about some ways to keep clean</li> <li>Understand that babies grow in their mother's body and have particular needs when they are born</li> <li>Recognise what makes them special and unique</li> </ul>	<ul style="list-style-type: none"> <li>Name external genitalia and some reproductive organs: penis, testicles, penis, vagina, womb, ovaries</li> <li>Explore physical and emotional changes that happen during puberty</li> <li>Explain how daily hygiene helps to reduce the spread infection</li> <li>Explain how adults care for a baby during and after pregnancy</li> <li>Recognise that individuality and personal qualities contributes to who we are</li> </ul>	<ul style="list-style-type: none"> <li>Identify the physical and emotional changes that happen when approaching/during puberty</li> <li>Know some key facts about menstruation</li> <li>Identify the importance of keeping clean and how to maintain personal hygiene</li> <li>Reflect on the responsibilities of being a parent /carer and how having a baby changes someone's life</li> <li>Identify and value personal strengths, skills, achievements and interests</li> </ul>
	<b>Privacy, Boundaries &amp; Consent</b>	<b>Privacy, Boundaries &amp; Consent</b>	<b>Privacy, Boundaries &amp; Consent</b>
	<ul style="list-style-type: none"> <li>Understand that some parts of the body are private</li> <li>Identify different types of touch and how they make people feel</li> <li>Understand the difference between happy surprises and secrets that make them feel</li> </ul>	<ul style="list-style-type: none"> <li>Explain what is meant by privacy and personal boundaries</li> <li>Recognise uncomfortable/comfortable behaviour online/offline</li> <li>Know when it is right to break or keep a confidence or share a secret. Know how to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Understand what consent means and how to seek and give / not give permission in different situations</li> <li>Analyse when behaviour including physical touch is acceptable, unacceptable,</li> </ul>

Motivated to learn, Proud of our achievements, Successful and skilled for life.



	uncomfortable or worried and how to get help		wanted or unwanted in different situations <ul style="list-style-type: none"> <li>Respond appropriately, if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help</li> </ul>
<b>Changes</b>	<b>Pupils will be able to:</b>		
<b>EYFS</b>	<b>KS1 - Year 2</b>	<b>KS2 – Year 4</b>	<b>KS2- Year 6</b>
<b>Early Learning Goal</b>	<b>About Loss and Change</b>	<b>About Loss and Change</b>	<b>About Loss and Change</b>
<ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify examples of loss and change</li> <li>Begin to recognise that loss and change can affect the way we think, feel and behave</li> <li>Understand that changes can produce big feelings</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that loss/change are a normal part of life</li> <li>Describe how change and loss, can affect feelings, thoughts and behaviours</li> <li>Recognise that feelings associated with loss/change can change over time and range in intensity</li> </ul>	<ul style="list-style-type: none"> <li>Explore that loss, bereavement and change are part of the human life cycle</li> <li>Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone</li> <li>Recognise that internal conflicting emotions can be normal when dealing with loss and change</li> </ul>
<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>Express their ideas and feelings about their experiences using full sentences</li> </ul>	<b>Managing Loss and Change</b>	<b>Managing Loss and Change</b>	<b>Managing Loss and Change</b>
	<ul style="list-style-type: none"> <li>Identify feelings associated with loss and change</li> <li>Recognise some simple ways to prepare for change/transition</li> <li>Identify different things that may help to manage big feelings</li> <li>Talk about some ways to help others when they are affected by change</li> <li>Know that it is important to talk to someone if you are worried.</li> <li>Identify people who can help us if we feel worried/unhappy.</li> </ul>	<ul style="list-style-type: none"> <li>Use a varied vocabulary when talking about feelings associated with loss and change</li> <li>Identify self-help strategies and the importance of support when preparing for change/transitions</li> <li>Describe everyday things that affect feelings and understand the importance of expressing feelings</li> <li>Develop some ways of responding to others and showing support if they are affected by loss/change.</li> <li>Know why it is important to talk about our feelings and not bottle them up</li> </ul>	<ul style="list-style-type: none"> <li>Describe a range of emotions and intensities associated with loss and change</li> <li>Identify problem solving strategies to manage transitions between classes and key stages</li> <li>Identify strategies to respond to feelings, including intense or conflicting feelings</li> <li>Recognise the signs when someone may be struggling and understand how to seek support</li> <li>Explore some barriers to asking for help and some ways to address them</li> </ul>



		<ul style="list-style-type: none"> <li>Know who to talk to if you are worried or have strong feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Know who to talk to and where to go for help.</li> </ul>
<b>Bullying Matters</b>	<b>Pupils will be able to:</b>		
<b>EYFS</b>	<b>KS1 - Year 1</b>	<b>KS2 – Year 3</b>	<b>KS2- Year 5</b>
<ul style="list-style-type: none"> <li>See themselves as valuable individuals.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>Express their ideas and feelings about their experiences using full sentences</li> </ul>	<b>About Bullying</b>	<b>About Bullying</b>	<b>About Bullying</b>
	<ul style="list-style-type: none"> <li>Explore what is bullying and what is not</li> <li>Recognise kind and unkind behaviour in themselves and others</li> <li>Identify that bodies and feelings can be hurt by words and actions</li> <li>Understand that hurtful behaviour is not acceptable</li> </ul>	<ul style="list-style-type: none"> <li>Describe different types of bullying including the role of a bystander</li> <li>Recognise that our behaviour can affect others</li> <li>Identify how the body may react to unhappy or uncomfortable feelings</li> <li>Explain the consequences of hurtful/bullying behaviour and understand neither are acceptable</li> </ul>	<ul style="list-style-type: none"> <li>Explain what direct, indirect and cyberbullying means</li> <li>Identify when banter or other behaviour becomes unkind</li> <li>Analyse ways to identify and manage uncomfortable feelings online /offline</li> <li>Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.</li> </ul>
	<b>Strategies and Support</b>	<b>Strategies and Support</b>	<b>Strategies and Support</b>
	<ul style="list-style-type: none"> <li>Explore simple strategies to resolve arguments between friends</li> <li>Understand how to report bullying and who they can talk to</li> </ul>	<ul style="list-style-type: none"> <li>Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline</li> <li>Recognise the importance of seeking support and identify how they might do this</li> </ul>	<ul style="list-style-type: none"> <li>Identify positive strategies that may help to resolve disputes in friendships</li> <li>Describe some barriers to accessing support</li> <li>Recognise the importance of seeking support if feeling lonely, excluded or unsafe</li> </ul>
<b>Being Me</b>	<b>Pupils will be able to:</b>		
<b>EYFS</b>	<b>KS1 - Year 2</b>	<b>KS2 – Year 4</b>	<b>KS2- Year 6</b>
<b>Early Learning Goal</b>	<b>Being Unique and Special</b>	<b>Being Unique and Special</b>	<b>Being Unique and Special</b>
<ul style="list-style-type: none"> <li>See themselves as valuable</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and share facts about themselves</li> </ul>	<ul style="list-style-type: none"> <li>Explore what contributes to who we are</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of factors that contribute to their identity</li> </ul>



<p>individuals.</p> <ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge</li> <li>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Further develop the skills they need to manage the school day successfully:             <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>mealtimes</li> <li>personal hygiene</li> </ul> </li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their</li> </ul>	<ul style="list-style-type: none"> <li>Identify their likes and dislikes and what they are good at</li> <li>Talk about some ways that they are special</li> </ul>	<ul style="list-style-type: none"> <li>Identify and talk about their own strengths and interests</li> <li>Recognise what makes them unique and understand that being different is something to celebrate</li> </ul>	<ul style="list-style-type: none"> <li>Express their talents and strengths with confidence. Set goals for how they would like to develop them</li> <li>Explain ways in which they respect and value other people's differences</li> </ul>
	<b>Understanding Similarities and Differences</b>	<b>Understanding Similarities and Differences</b>	<b>Understanding Similarities and Differences</b>
	<ul style="list-style-type: none"> <li>Recognise how friends can have both similarities and differences</li> <li>Show some simple ways to respect and celebrate other's differences</li> </ul>	<ul style="list-style-type: none"> <li>Identify visible / invisible differences between people</li> <li>Explain why it is important to respect and celebrate the differences and similarities between people</li> </ul>	<ul style="list-style-type: none"> <li>Respect the differences and similarities between people</li> <li>Reflect on how discrimination and our own behaviour can affect others.</li> </ul>
<b>Being Part of a Community</b>	<b>Being Part of a Community</b>	<b>Being Part of a Community</b>	
<ul style="list-style-type: none"> <li>Name some groups that they belong to</li> <li>Talk about how being part of a group makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different groups that make up their community</li> <li>Recognise that they belong to different communities as well as their school community</li> </ul>	<ul style="list-style-type: none"> <li>Explain some of the benefits of communities</li> <li>Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities</li> <li>Explore how shared events and experiences can create a stronger community</li> </ul>	

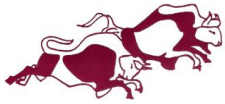


<p>teachers and peers.</p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences</li> </ul>			
<p><b>Diversity Matters</b></p>	<p><b>Pupils will be able to:</b></p>		
<p><b>EYFS</b></p>	<p><b>KS1 - Year 1</b></p>	<p><b>KS2 – Year 3</b></p>	<p><b>KS2- Year 5</b></p>
<p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Think about the perspectives of others.</li> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their</li> </ul>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Recognise ways they are the same as and different to others</li> <li>Talk about some ways that they are special</li> <li>Express their thoughts and opinions and recognise that others can be different</li> </ul> <p><b>Respecting others</b></p> <ul style="list-style-type: none"> <li>Talk about some ways to treat themselves and others with kindness</li> <li>Know what it means if something is fair or unfair</li> </ul>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Discuss a range of the similarities/differences between people</li> <li>Explore what contributes to who we are</li> <li>Listen actively to others' views and explore how they similar or different to their own.</li> </ul> <p><b>Respecting others</b></p> <ul style="list-style-type: none"> <li>Recognise the importance of self-respect and demonstrate ways to respect others</li> <li>Recognise and challenge stereotypes</li> <li>Explain the concept of being equal</li> </ul>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Reflect on diversity and what it means; the benefits of living in a diverse community</li> <li>Recognise their individuality and identify their personal qualities</li> <li>Understand that their views and opinions come from their different backgrounds and experiences</li> <li>Model how to discuss or debate respectfully</li> </ul> <p><b>Respecting others</b></p> <ul style="list-style-type: none"> <li>Explain the importance of having respect and compassion for self and others</li> <li>Recognise how stereotypes are perpetuated and have some strategies to challenge positively</li> <li>Identify different types of discrimination and recognise the impact they can have</li> <li>Understand that there are laws about discrimination so that we can live in a fair society.</li> </ul>



<p>teachers and peers.</p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences</li> </ul>			
<b>Being Responsible</b>			
<b>EYFS</b>			
<p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>Build constructive and respectful relationships</li> <li>Express their feelings and consider the feelings of others</li> <li>Manage their own basic hygiene and personal needs               <ul style="list-style-type: none"> <li>- dressing</li> <li>-going to the toilet</li> </ul> </li> <li>Understand the importance of healthy food choices</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Talk about the lives of people around them and their roles in society.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their</li> </ul>	<b>KS1 – Year 1</b>	<b>KS2 – Year 3</b>	<b>KS2 – Year 5</b>
	<b>Rules and Responsibilities</b>	<b>Rules and Responsibilities</b>	<b>Rules and Responsibilities</b>
	<b>Community and Care</b>	<b>Community and Care</b>	<b>Community and Care</b>





<p>teachers and peers.</p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences</li> </ul>			
<b>Being Safe</b>			
<b>Pupils will be able to:</b>			
<b>EYFS</b>	<b>KS1 – Year 2</b>	<b>KS2 – Year 4</b>	<b>KS2 – Year 6</b>
<b>Early Learning Goal</b>	<b>Keeping Safe</b>	<b>Keeping Safe</b>	<b>Keeping Safe</b>
<ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Know and talk about the different factors that support their overall health and wellbeing:             <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>tooth brushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul>	<b>First Aid</b>	<b>First Aid</b>	<b>First Aid</b>
<ul style="list-style-type: none"> <li>Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision</li> <li>Talk about examples of rules and age restrictions that are there to keep them safe</li> <li>Identify possible risks/hazards in the home and outside</li> <li>Explore how to keep safe and reduce risks at home and in their local environment</li> </ul>	<ul style="list-style-type: none"> <li>Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report</li> <li>Identifying situations where age restrictions apply</li> <li>Identify and assess risk online/offline. (including in the home and when playing out)</li> <li>Discuss ways to reduce risks at home and in the local environment in order to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline</li> <li>Explain reasons for age restrictions/regulations</li> <li>Predict, assess and manage risks online and offline (including road and water safety)</li> </ul>	
<ul style="list-style-type: none"> <li>Recognise what to do if there is an accident and someone gets hurt. Know to keep themselves safe first</li> <li>Demonstrate how to ask for help including calling 999</li> </ul>	<ul style="list-style-type: none"> <li>Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings</li> <li>Identify why first aid is important and demonstrate how to ask for help, including calling 999 in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking</li> <li>Explain how to respond in an emergency, including when and how to contact different emergency services.</li> </ul>	



<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences</li> </ul>			
<b>Relationships</b>	<b>Pupils will be able to:</b>		
<b>EYFS</b>	<b>KS1 –Year 1</b>	<b>KS2 – Year 3</b>	<b>KS2 – Year 5</b>
<b>Early Learning Goal</b> <ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> </ul>	<b>Friendships</b> <ul style="list-style-type: none"> <li>Explain what make a good friend/friendship</li> <li>Talk about some ways to make friends</li> <li>Explain basic techniques for resisting pressure</li> <li>Recognise kind / unkind behaviour</li> <li>Name the special people in their lives.</li> <li>Resolve conflict in simple ways e.g. choosing to share, take turns etc.</li> <li>Tell someone if you are worried about something in a relationship/family</li> </ul> <b>Families</b> <ul style="list-style-type: none"> <li>Talk about some ways that their family is the same or different to others</li> <li>Describe some things they enjoy doing with their family and how it makes them feel</li> </ul>	<b>Friendships</b> <ul style="list-style-type: none"> <li>Identify what makes a positive healthy or unhealthy friendship</li> <li>Identify strategies to build friendships</li> <li>Understand the difference between persuasion, influence and pressure</li> <li>Explain how kindness can support wellbeing</li> <li>Recognise there are different types of relationships</li> <li>Explain what can cause arguments with friends and describe some ways to resolve them</li> <li>Recognise the importance of asking for help if we feel worried, lonely or excluded</li> </ul> <b>Families</b> <ul style="list-style-type: none"> <li>Recognise that there are different types of family structures</li> <li>Explain what it means to be part of a family</li> </ul>	<b>Friendships</b> <ul style="list-style-type: none"> <li>Reflect on what the qualities of a good friendship/relationship are and are not</li> <li>Identify and apply strategies strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval</li> <li>Explore what a loving caring relationship means</li> <li>Understand what marriage and civil partnership means</li> <li>Understand that forced marriage is a crime.</li> <li>Use strategies to positively resolve disputes and reconcile differences in friendships</li> <li>Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options</li> </ul> <b>Families</b> <ul style="list-style-type: none"> <li>Explore and respect that there are different family structures in society</li> <li>Reflect on how being part of a family provides stability and love</li> </ul>



<ul style="list-style-type: none"> <li>• Show sensitivity to their own and others' needs.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>• Express their ideas and feelings about their experiences using full sentences</li> </ul>			
<b>Money Matters</b>			
<b>Pupils will be able to:</b>			
<b>EYFS</b>	<b>Y2</b>	<b>Y4</b>	<b>Y6</b>
<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and others' needs.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>• Express their ideas and feelings about their experiences using full sentences</li> </ul>	<p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Understand what money is and its different forms</li> <li>• Describe some ways money can be looked after</li> <li>• Recognise that people make different choices about how to spend /save money</li> <li>• Talk about some things we all need and some things we want but don't need</li> </ul>	<p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Explain some different ways to pay for things</li> <li>• Explain some different ways to keep track of money</li> <li>• Identify that people have different attitudes towards saving/spending</li> <li>• Recognise that people make spending decisions based on needs, wants and priorities</li> <li>• Identify the ways that money can impact on people's feelings</li> <li>• Recognise that people's spending decisions can affect others and the environment</li> </ul>	<p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Understand what a bank account is and how this is linked to payment</li> <li>• Understand the risks associated with money and ways of keeping money safe</li> <li>• Identify the risks involved in gambling activities</li> <li>• Explain some ways to get help if they are concerned about gambling or other financial risks</li> <li>• Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving</li> <li>• Identify the impact that having or not having money can have on a person's wellbeing</li> <li>• Explain some ways that money is/can be distributed to benefit the community.</li> </ul>
	<p><b>Work, Aspirations and Careers</b></p> <ul style="list-style-type: none"> <li>• Know that everyone has different strengths and talents, in and out of school</li> </ul>	<p><b>Work, Aspirations and Careers</b></p> <ul style="list-style-type: none"> <li>• Recognise positive things about themselves and their achievements</li> <li>• Identify some of the skills that may help them in their future careers</li> </ul>	<p><b>Work, Aspirations and Careers</b></p> <ul style="list-style-type: none"> <li>• Identify how skills can help them with their future career</li> <li>• Identify jobs that they might like to do in the future</li> </ul>



	<ul style="list-style-type: none"><li>Name some different jobs that people do</li></ul>		<ul style="list-style-type: none"><li>Discuss their views on how or why someone may or may not choose a certain career</li><li>Recognise a variety of routes into careers</li><li>Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations</li></ul>
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PSHE Matters is divided into 12 themes for KS1, which are taught over a period of two years (6 units per year). Then these themes are revisited over Year 3 and 4 and finally again in Year 5 and 6.

#### **How else do we cover the statutory requirements at MPS?**

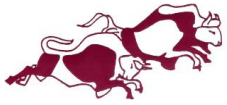
In addition to the PSHE Matters scheme, teachers have access to additional mental health and wellbeing resources which they can utilise at their discretion should an aspect of mental health and wellbeing need further development within the context of their class or year group. The resources are available on the staff share server within the Curriculum Folder and sub folder entitled: Mental Health and Wellbeing Pack,

The units within the Mental Health and Wellbeing Pack cover the following themes:

#### **Lessons in key stage 1 and 2 include teaching about:**

- Identifying and talking about feelings
- Understanding how feelings affect behaviours
- Strategies to manage feelings
- The link between mental and physical health
- Managing the transition to secondary school / key stage 3

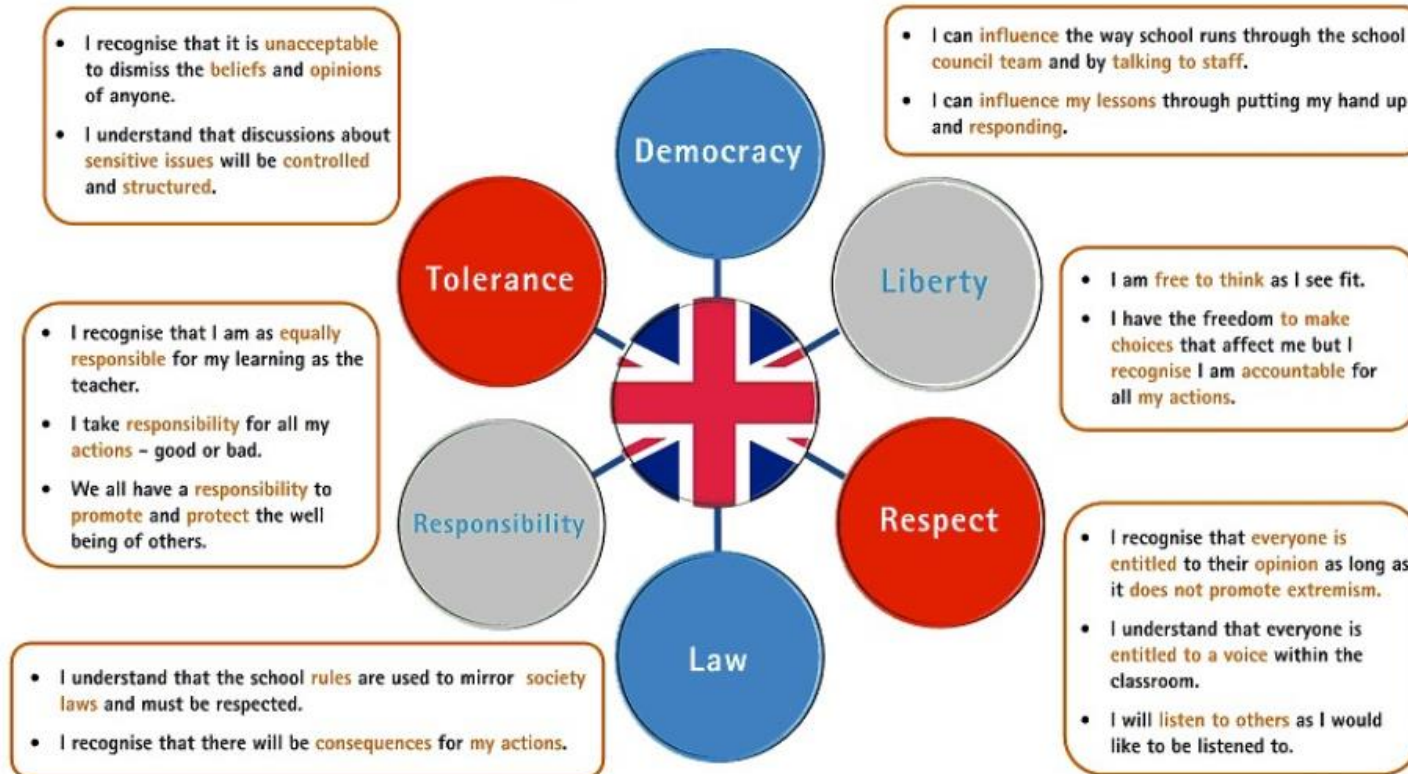
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>





## BRITISH VALUES AND HOW THEY LINK TO OUR WORK IN RSHE.

# Core British Values



 Social - Moral - Spiritual - Cultural 

Motivated to learn, Proud of our achievements, Successful and skilled for life.



## DEMOCRACY

Throughout their time at MPS there will be many occasions where children will have the opportunity to vote and for their voices to be heard. We understand that the children's opinions about their school are valid and need to be at the heart of our decision making.

All staff will model this process through asking questions and inviting children's answers and opinions, whether it be in lessons, during assemblies, at lunchtime or on the playground. For example, in child-initiated learning, all children are developing their decision making skills and learning to make informed choices and take responsibility for them. Older children often take part in debating activities or engage in public speaking on various topics.

Our School Council has members elected from each class and have regular meetings to represent the views of their classmates.

Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others. Our Values also promote democracy.

## THE RULE OF LAW

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. They recognise that whilst we have rules at school, other rules and laws exist in the country for the same reasons.

- At the beginning of each academic year each class work on our school promises and how these relate our class rules in the classroom with their peers and the teacher. These are then displayed in the class and referred to as necessary.
- By signing the Home School Agreement all parents/carers, children and teachers show commitment to uphold the school rules.
- Children are helped to learn to manage their behaviour and take responsibility for their actions. We help children to understand the connection between actions and consequences; rights and responsibilities.

Visits from the fire service, road safety experts, the police and visits to the various community buildings help us to reinforce this message.

## INDIVIDUAL LIBERTY

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our children to make choices safely, through our provision of a safe environment and engaging teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms, whilst recognising that they have various responsibilities to fulfil.

We support each child to become as independent as possible so that they are encouraged to become good and valued citizens. We endeavour to demonstrate that everyone has rights; this includes the right to say 'No' when appropriate.



Some children will be able to take responsibility for particular roles, such as monitors, buddies or prefects. Learning to do things independently is an important part of learning to understand yourself. We believe that in fostering a careful and helpful environment and encouraging independence we can boost and nurture a healthy self-esteem.

Whether it be through their choice of learning challenge, how to record their work, choosing which of our many extra-curricular activities to participate in or what to eat at lunchtime, our children are given the freedom to make many choices.

### MUTUAL RESPECT

Respect is one of our school values. Children learn that their behaviour has an effect on their own rights and those of others. All members of our school community treat each other with respect.

Events and circumstances are planned for pupils to go into the community to meet with a variety of people in different situations which include: sports events, community events and shared participation with other schools.

We support others our community in a variety of ways for example: singing songs and carols to others; collecting Harvest goods for our local Methodist church and elderly neighbours, as well as participating in national charitable events such as Children in Need, Comic Relief and fund raising for local charities.

Part of our school ethos and behaviour policy has revolved around core values such as 'Respect', and children model this by caring, sharing and listening to others. Our staff help children to understand how to respect by talking about how actions/words can affect others.

### TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Through our school values, all children are taught to respect everyone regardless of their faith and beliefs.

In the curriculum through Religious Education, PSHE, English, Art, Geography and History, as well as our Assembly themes, children consider cultures from other parts of the world, different faiths and beliefs. We invite visitors from our community to share their knowledge and to enhance learning both within classes and for the whole school or we visit local places of worship.

#### **To celebrate being British we:**

- Study key historical figures and events in British history through our topics
- Learn about our Patron Saints and various myths and legends from Britain in topic lessons, assemblies and through Literacy work.
- Dance and listen to music from the different regions of Britain
- Learn key geographical facts about Britain
- Study our native wildlife both within our grounds and beyond

**Motivated to learn, Proud of our achievements, Successful and skilled for life.**





- Support national events such as the Olympics and the World Cup
- Strive to have a good sense of humour in the face of adversity!

In PSHE Matters pupils are specifically taught units related to British Values. In the units Being Responsible in Year 1, Year 3 and Year 5 develop their awareness of the Rule of Law and in the Difference and Diversity units, which are also taught in Year 1, Year 3 and Year 5, pupils develop their Tolerance of those of Different Faiths and Beliefs. This work is also developed through our RE lessons based on the Derbyshire RE Syllabus.