

PHSE/RSE - Year 1

RSE in primary starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

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.

National Curriculum Objectives

Pupils should be taught:

That families are important for children growing up because they can give love, security and stability.

How important friendships are in making us feel happy and secure, and how people choose and make friends.

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

How to recognise if a relationship is making them feel unhappy or unsafe and how to seek advice or help if needed.

I can ...

I know the people who love and care for me and what they do to help me feel cared for.

I can talk about how people make friends, what a good friendship is and how friendship should make me feel.

I can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

I can recognise the ways in which I am similar and different to others (and that this is ok).

I can talk about things that I like and understand that others like different things.

I can recognise and name feelings and communicate my feelings to others.

I understand that not everyone feels the same at the same time, or feels the same about the same things.

I can explain that it is important to tell someone (such as my teacher) if something about my family or friends makes me unhappy or worried.

PHSE/RSE - Year 2

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National Curriculum Objectives

Pupils should be taught:

The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

The conventions of courtesy and manners.

How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

How to recognise if a relationship is making them feel unhappy or unsafe and how to seek advice or help if needed.

I can ...

I can identify common features of family life and the things we do together and I understand the importance of doing things as a family.

I can talk about how I can be a good friend including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust and sharing interests.

I can use simple strategies to solve to resolve arguments with friends positively.

I can understand how to treat myself and others with respect.

I can learn how to be polite and courteous.

I can talk about how to respond safely to adults I do not know (online and offline).

I can talk about ways of sharing feelings, use range of words to describe feelings and recognise when I need help with feelings.

I can explore different things I can do to manage my feelings, to help calm myself down and/or change my mood when I don't feel good.

I understand that it is important to tell someone (such as my teacher) if something about my family or friends makes me unhappy or worried.

PHSE/RSE - Year 3

RSE in primary starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

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.

National Curriculum Objectives

Pupils Should be taught:

That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

The importance of self respect and how this links to their own happiness.

That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

How to recognise and report feelings of being unsafe or feeling bad about an adult.
How to ask advice for themselves or others and keep trying until they are heard.

I can ...

I can talk about different types of families including those that might be different to my own (including single parents, same sex parents, blended families, foster parents).

I can talk about how healthy friendships make people feel included, I can recognise when people feel lonely or excluded and I know strategies to include them.

I can recognise positive things about myself and the things that I do and I understand that they are important.

I can expect to be treated politely and with respect by others in school and in wider society and in-turn, I offer the same to others. I understand how to improve or support respectful relationships.

I can talk about privacy and I understand what personal boundaries are (online and offline).

I can recognise how good quality sleep, exercise/time outdoors, hobbies and spending time with family and friends can support my health and wellbeing.

I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).

PHSE/RSE - Year 4

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National Curriculum Objectives

Pupils should be taught:

That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

The facts and science relating to allergies, immunisation and vaccination

How to recognise and report feelings of being unsafe or feeling bad about an adult.

How to ask advice for themselves or others and keep trying until they are heard.

I can ...

I can recognise that a feature of positive family life is caring relationships; that there are different types of relationships and the different ways in which people care for one another.

I can explore how friendships can change over time, about making new friends and the benefits of having different types of friends.

I know strategies to work through difficulties with my friends and friendship groups (rather than ending a friendship).

I can talk about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.

I understand when something should be kept confidential or a secret (e.g. a birthday surprise that others will find out about) and when it is right to break confidence or share it with an adult.

I can recognise different types of physical contact; what is acceptable and unacceptable and strategies to respond to unwanted physical contact.

I know the differences between online and offline friendships.

I can explore how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.

I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).

PHSE/RSE - Year 5

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National Curriculum Objectives

Pupils should be taught:

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

What a stereotype is, and how stereotypes can be unfair, negative or destructive.

That it is common for people to experience mental ill health.

Where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else mental wellbeing or ability to control their emotions (including issues arising offline)

How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

About menstrual wellbeing including the key facts about the menstrual cycle

How to report concerns or abuse and the vocabulary and confidence to do so.

Where to get advice e.g. school, family and other sources.

I can ...

I can recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable; how to manage this and ask for support if necessary.

I can recognise how stereotyping including gender, race, religion, disability (etc) can negatively influence behaviours and attitudes towards others and I know some strategies for challenging stereotypes.

I can talk about strategies to respond to feelings, including intense or conflicting feeling and how to manage and respond to feelings appropriately in different situations.

I can talk about how to respond safely and appropriately to adults I may encounter (in all contexts including online) whom I do not know.

I can show understanding about the physical and emotional changes that happen when approaching and during puberty, including the menstrual cycle.

I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).

PHSE/RSE - Year 6

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National Curriculum Objectives

Pupils should be taught:

That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

The importance of permission-seeking and giving in relationships with friends, peers and adults.

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

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

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

About menstrual wellbeing including the key facts about the menstrual cycle.

How to report concerns or abuse and the vocabulary and confidence to do so.

Where to get advice e.g. school, family and other sources.

I can ...

I can talk about different types of relationship, including marriage and civil partnerships and those between family and friends.

I can talk about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) and seeking and giving permission (consent) in different situations including close friendships.

I can talk about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; that drug use can become a habit which can be difficult to break and that there are laws surrounding the use of legal drugs.

I can talk about what is meant by first aid and use basic techniques for dealing with common injuries.

I can talk about how to respond and react in an emergency situations, how to identify situations that may require the emergency services and I know how to contact them and what to say.

I can talk about the physical and emotional changes that happen when approaching and during puberty and the processes of reproduction and birth as part of the human life cycle.

I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).