**PSHE/RSE**

**Intent:**

A high-quality PSHE curriculum will enable children to gain knowledge of differences in society. It promotes equality, acceptance and how to not discriminate. Children will appreciate, accept and respect the diversities of societies and gain a rounded view of life with a strong sense of self. Children will have the confidence to question issues such as racism, bullying and online bullying. They will develop skills to equip them for social challenges they will experience growing up, and stand up for what they believe. Children will understand how to lead healthy and independent lives and how to look after their physical and mental health.

**Aims:**

Our aims ensure that all pupils can…..

* Know the features of different types of relationships, genders, cultures, ethnicities, religions, ages, disabilities
* Understand that everyone is different and may have different preferences and opinions to themselves
* Ask questions, express opinions and feel empowered to make their own choices
* Understand that certain behaviours are not to be tolerated such as bullying and discrimination
* Be confident in themselves as individuals
* Know how to deal with social challenges that may arise, including social media
* Know how to get help with mental health issues and how to help others
* Know how to take care of themselves, to be healthy and happy

**Aspects:**

**Healthy and Happy Relationships**

**Similarities and differences**

**Caring and responsibility**

**Families and committed relationships**

**Healthy bodies, healthy minds**

**Coping with change**

Teachers have the discretion to teach the aspects within any of the year group topics as a ‘stand-alone’ lesson, class assembly or combined within other subjects. It should be possible for a single topic within a key aspect to be taught in a single lesson in each year group. Bocking School will be following the ‘Discovery Education Health & Relationships’ programme of study. This will ensure that each session is appropriately resourced, planned and accessible to all members of staff teaching the subject.

**Unit Planner**

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|  | **Healthy and happy friendships** | **Similarities and differences** | **Caring and responsibility** | **Families and committed relationships** | | **Healthy bodies,**  **healthy minds** | **Coping with change** | |
| **Y1** | Forming friendships and how kind or unkind behaviours impact other people. | Similarities and differences between people and how to respect and celebrate these. | Identifying who our special people are and how they keep us safe. | What a family is (including difference and diversity between families), and why families are important and special. | Our bodies and the amazing things they can do. Learning the correct names for different body parts. | | | Growing from young to old and how we have changed since we were born. |
| **Y2** | Understanding what makes a happy friendship.  Recognising personal boundaries and safe/unsafe situations. | Exploring different strengths and abilities.  Understanding and challenging stereotypes. | The different communities and groups we belong to and how we help and support one another within these. | The different people in our families, and how families vary. | Ways to stay healthy, including safe and unsafe use of household products and medicines. | | | Exploring how our bodies and needs change as we grow older. Aspirations and goal setting. |
| **Y3** | Being a good friend and respecting personal space.  Strategies for resilience. | Respecting and valuing differences.  Shared values of communities. | Our responsibilities and ways we can care and show respect for others. | Different types of committed relationships and the basic characteristics of these. | Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean. | | | Coping with feelings around the changes in our lives. |
| **Y4** | Solving friendship difficulties.  How to act if someone invades your privacy or personal boundaries. | Identity and diversity. Seeing different perspectives and not making judgements based on appearance. | Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child. | The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter. | Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices. | | | How our bodies change as we enter puberty, including hygiene needs and menstruation. |
| **Y5** | Identity and peer pressure off- and online. Positive emotional health and wellbeing. | Celebrating strengths, setting goals and keeping ourselves safe online. | How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community. | The characteristics of healthy, positive and committed relationships, and how these develop as people grow older. | Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing. | | | How puberty changes can affect our emotions and ways to manage this; questions about puberty and change. |
| **Y6** | How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions. | Identity and behaviour online and offline. Reflecting on how people feel when they don’t ‘fit in’. | How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school. | Human reproduction, including different ways to start a family. \* | Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health. | | | Ways to manage the increasing responsibilities and emotional effects of life changes. |

**Healthy and happy friendships**

This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.

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| **Year group** | **Video** | | **Vocabulary** | **Lessons** | |
| Y1 | Making friends and getting along | A new school | friend, friendly, kind, unkind, welcoming, happy, sad, share | | 1. Friends  2. Kindness  3. Getting along, sharing and turn taking |
| Y2 | What makes a happy friendship? | Friends at first | happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal, space, worries, help, trust | | 1. What makes a happy friendship?  2. Personal boundaries  3. Worries |
| Y3 | Being a good friend | The friendship tree | friend, respect, values, touch, private, privacy, resilience, encouragement | | 1. What makes a good friend?  2. Personal space  3. Resilience |
| Y4 | Solving friendship difficulties | Peer mediators | friend, values, qualities, difficulty, compromise, communication, yes, no, boundaries, permission | | 1. Qualities of a good friend  2. Solving friendship difficulties  3. Personal boundaries and permission |
| Y5 | Changing friendships | Changing friendships | identity, stereotypes, prejudice, peer pressure, choice, emotions, wellbeing, emotional health, mental health, stress, anxiety | | 1. Identity  2. Peer pressure  3. Emotional health and wellbeing |
| Y6 | Relationships and feelings | Moving on | personal safety, risk, consequences, friends, change, relationships, emotions, feelings | | 1. Personal safety  2. Relationships and change  3. Wider emotions |

**Similarities and differences**

This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.

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| **Year group** | **Video** | | **Vocabulary** | **Lessons** | |
| **Y1** | Recognising strengths and respecting differences | What makes us special | similarity, difference, special, unique, strengths, abilities | | 1. I am special  2. Who I am makes me unique  3. We don’t all feel the same way |
| **Y2** | Strengths, abilities and stereotypes | What can you tell? | strengths, abilities, gender, stereotype, qualities | | 1. My strengths and abilities  2. Stereotypes  3. Whose job? |
| **Y3** | Valuing and respecting one another | You can do anything | different, equal, respect, community, values, diversity, customs, respect, feelings, values | | 1. Different but equal  2. Our school community  3. Valuing one another and considering people’s feelings |
| **Y4** | Identity and diversity | Celebrating diversity | diversity, stereotypes, judge, judgement, point-of-view, opinion, disagree, agree | | 1. Being British  2. Making a judgement  3. A different point of view |
| **Y5** | Celebrating strengths and setting goals | See me for who I am | strength, weakness, proud, abilities, goals, aspirations, achievement, future, vision, online, social media, profile, safety | | 1. Strengths and abilities  2. Setting goals  3. Online safety |
| **Y6** | Respectful behaviour online and offline | Noah Boundaries | online identity, communication, risk, online bullying, diversity, inclusive, differences | | 1. Identity online  2. Online bullying  3. Identities and belonging |

**Caring and responsibility**

This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils’ increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities

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| Year group | Video | | Vocabulary | Lessons | |
| Y1 | Our special people | A special person trophy | special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe | | 1. My special people  2. How our special people care for us  3. Keeping safe |
| Y2 | Special people in our communities | My community | community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect | | 1. Community helpers  2. When we need help  3. Our communities and groups |
| Y3 | Responsibility and boundaries | Anita Care-More | responsibility, responsible, consequences, irresponsible, personal space, crowded, uncomfortable, boundaries, invade, defend, empathy, caring, support, understanding | | 1. Being responsible  2. Responsibility and personal space  3. Caring and empathy |
| Y4 | Rights and responsibilities | Being responsible | rights, responsibilities, respect, opportunities, entitled, agreement, rights, convention, United Nations, roles, responsibilities | | 1. Our rights, our responsibilities  2. The UN Convention on the Rights of the Child  3. Family roles and responsibilities |
| Y5 | Caring in the community | Caring for one another | care needs, caring, alone, loneliness, lonely, isolation, isolated, volunteer, volunteering, community, involvement | | 1. Changing needs  2. Feeling lonely  3. Why volunteer? |
| Y6 | Responsible behaviour as we get older | Changes at secondary school | strengths, self-care, development, saving, bank account, responsible, irresponsible, budget, interest, transition, secondary, Independence, networks | | 1. Taking care of myself  2. Looking after my money  3. Transition to secondary |

**Families and committed relationships**

This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.

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| **Year group** | **Video** | | **Vocabulary** | **Lessons** | |
| **Y1** | The importance of family | My family | family, important, differences, similarities, happy, special, superhero | | 1. My family  2. Our families  3. Superhero families! |
| **Y2** | The diversity of families | Different families | family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions | | 1. Who is in a family?  2. A happy family  3. Families of all kinds |
| **Y3** | Different types of committed relationships | Belonging together | commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce | | 1. Commitment and marriage  2. All change!  3. Family changes: when parents separate |
| **Y4** | Families and other relationships | Spoiling the fun? | relationships, appropriate, behaviour, belonging, membership, together, family | | 1. Different relationships: boundaries and behaviour  2. Belonging  3. Caring families |
| **Y5** | Healthy, committed relationships | What is love? | relationships, healthy, diversity, commitment | | 1. Values of healthy relationships  2. Diversity in relationships  3. It’s all about commitment |
| **Y6** | Starting a family (sex education) | Starting a family | sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, Caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe | | 1. Starting a family  2. The impact of having a baby  3. When is it right? |

**Healthy bodies, healthy minds**

This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.

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| **Year group** | **Video** | | **Vocabulary** | **Lessons** | |
| **Y1** | Amazing bodies | Our bodies | body, healthy, private, penis, testicles, vulva vagina, similar, different, health, healthy choices | | 1. My amazing body  2. Private body parts (introducing correct terminology)  3. Looking after our bodies |
| **Y2** | Staying safe and healthy | Where would you go for help? | healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind | | 1. Healthy feelings  2. Staying safe at home  3. Feeling poorly |
| **Y3** | Sleep, food and hygiene | Healthy habits | health, wellbeing, sleep, routine, healthy, carbohydrates, proteins, dairy, fats, germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap | | 1. The power of sleep  2. Making healthy food choices  3. Germs! |
| **Y4** | Influences and personal choices | Dealing with feelings | Influence, pressure, persuade, healthy choices, consequence, responsibility, feelings emotions | | 1. Healthy influences  2. Making healthy choices  3. Dealing with feelings |
| **Y5** | Valuing our bodies and minds | Finding your calm | self-image, self-respect, attributes, self-talk, development, proud, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, infection, immunisation, vaccination, antibiotic | | 1. Valuing ourselves  2. Alcohol, tobacco and drugs  3. Keeping well |
| **Y6** | Being the best me | Ask the expert: picturing myself | self-respect, boundaries, kind, confidence, strengths, weaknesses, trolling, social media, internet, comparison, mental health, mental Ill-health, wellbeing, illness, symptoms, mind | | 1. Being the best me  2. Social media and our wellbeing  3. Taking care of our mental health |

**Coping with change**

This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children’s bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

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| **Year group** | **Video** | | **Vocabulary** | **Lessons** | |
| **Y1** | Growing and changing | How I have changed | growing, adults, babies, change, older, growing up, jobs, future | | 1. Animal babies  2. How have we changed?  3. A future me |
| **Y2** | Growing up and setting goals | Three generations | growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future, likes, dislikes, change, future | | 1. When I am older  2. Looking at the changes ahead  3. Goals |
| **Y3** | Coping with feelings when things change | When Bailey’s dog died | changes, support, feelings, sad, empathy, sympathy, happy, positive, kind, emotions | | 1. New changes  2. Feeling sad and showing empathy  3. Happiness |
| **Y4** | Puberty and hygiene | Sweat, soap and showers | puberty, hormones, menstruation, eggs, sanitary pads, periods, hygiene, hormones, sweat, health | | 1. What is puberty?  2. Understanding periods  3. Keeping clean as we grow and change |
| **Y5** | Puberty and emotions | Elise explains: periods | hormones, menstruation, periods, sperm, eggs, ovaries, testicles, vagina, penis, puberty, emotions, hormones, changes, feelings, support, control | | 1. Puberty  2. Puberty and emotions  3. Emotional changes: managing well |
| **Y6** | Coping with emotional effects of life changes | Ask the expert: puberty | body image, reality, pressure, attributes, influence, relationships, emotions, secondary school, future, memories, reflect | | 1. Body image  2. Puberty and changing relationships  3. Moving on |