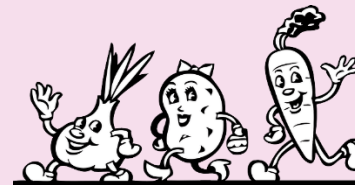
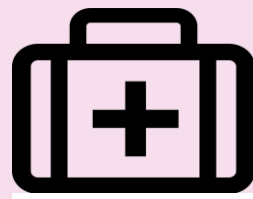




Meole Brace  
C of E Primary School and Nursery

# PSHE & RSHE Handbook

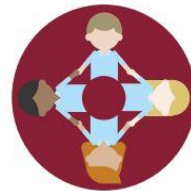


# Our vision and rationale for PSHE & RSHE

PSHE is an integral part of our everyday life at Meole Brace CE Primary School. We place great importance in providing children with a good foundation of knowledge in all aspects of health and well-being, relationships and living in the wider world and have the opportunities to practise these skills in a safe and happy environment.

Our RSHE curriculum encompasses our three school values, perseverance, respect and community. In the teaching of health and well-being, we want our children to have a good understanding of the importance of how to develop a healthy body and mind through exercise, healthy eating and mindful thinking. In their endeavour to reach a healthy mind and body, they will also develop a sense of perseverance to reach their own end goal and respect others attempts at reaching their own goal.

As a school it is fundamental that children develop an understanding and learn to reflect on their relationships with others within the class, school and wider community. Our RSHE curriculum helps children to become independent and with it brings increased responsibility to keep themselves and others safe. We want to prepare them for the future by encouraging the development of characteristics for life such as a love of learning, perseverance, resilience, integrity, teamwork and critical thinking.



Community



Respect



Perseverance

# Curriculum Subject Leaders



Mrs Julie Nolan



Mrs Lisa Hetherington

# National Curriculum Progression for PSHE & RSHE

Relationships Education: Primary Schools	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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. 21</li> <li>• 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.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>						
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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</li> </ul>						
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> </ul>						

	<ul style="list-style-type: none"> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>						
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>						
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>						
<b>Physical Health and Wellbeing: Primary Schools</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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. 33</li> </ul>						

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> </ul>

	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>						
<b>Drugs alcohol and tobacco</b>	Pupils should know <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>						
<b>Health and prevention</b>	Pupils should know <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>						
<b>Basic first aid</b>	Pupils should know: <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>						
<b>Changing adolescent body</b>	Pupils should know: <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>						
<b>Sex Education: Primary</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
							<i>Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. As a school we have decided to cover this in Year 5 and 6 only. Parents/carers will have the right to withdraw their children from any sex education lessons delivered in addition to those within the Science curriculum, however the Relationships elements of the PSHE curriculum are statutory. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. (See unit coverage)</i>




# PSHE & RSHE Unit Coverage

Relationship

Health and wellbeing

Living in the wider world

Sex Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
British Values	<b>Democracy</b> 	<b>Tolerance and Acceptance</b> 	<b>Individual Liberty</b> 	<b>Rule of Law</b> 	<b>Mutual Respect</b> 	<b>Responsibility</b> 	
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?	
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?	
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?	
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?	
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	What jobs would we like?	How can friends communicate safely?	How are babies made?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	How are babies made?	



# PSHE & RSHE Progression of Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Relationships</b>	<p>Relationships To know how to work and play cooperatively and take turns with others. To know how to form positive attachments to adults and friendships with peers. To know how we need to show sensitivity to their own and to others' needs. To know about members of their immediate family and community.</p>	<p>To know about Friendship; feeling lonely; managing Arguments</p> <p>To know about Behaviour; bullying; words and actions. respect for others</p>	<p>To know about friendship, making positive friendships, managing loneliness, dealing with arguments</p>	<p>To know about friendship, making positive friendships, managing loneliness, dealing with arguments</p> <p>To know about families; family life; caring for each other</p>	<p>To know how to how to respect ourselves and others; courteous behaviour; safety; human rights</p>	<p>To know how babies are made</p>	<p>To know about different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>To know about how babies are made,</p>

<b>Relationships Vocabulary</b>	Boy	Gender	Friendship/ friends	Friend/Friendship	Bullying	Disability	Vision impaired
	Girl	Caring	love	Special	behaviour	Vision/ Hearing impaired	Hearing impaired
	Friend	Love	Shy	Caring	polite	Learning disability	Learning disability
	Happy	friendship	Advice	Valuable	courteous	Physical disability	Physical disability
	Care	Happy / unhappy	Smile	Different	rudeness	Physical disability	Equality
	Share	Secure	Talk	Qualities	swearing	Rights	Race
	Listen	Make friends	Persistence	Lonely	consequences	Consent	Discriminate
	Kind	Good friends	Similarities/ differences	Excluded	mental health	Identity	Prejudice
	Helpful	Respect	Loneliness	Strategy	emotion	Fraud	Dual heritage
	Gentle	Truthful	Feelings	Argument	discrimination	Phishing	Ethnicity
	Mummy	Trustworthy	Ignore	Fall-out	exclusion	Trolling	Religion
	Daddy	Loyal	Effort	Making-up	disrespect	Harassment	Belief
	Brother	Kind	Share	Apologise	respect	Self-respect	Culture
	Sister	Generous	Professional	Solution	inclusion	Personal information	Husband
	Grandma	Sharing	Kindness	Unhappy	rights	Anonymity	Wife
	Grandad	Helping	Consideration	Unsafe	responsibilities	bullying	Lesbian
	Love	Lonely	Listen	Uncomfortable	charter	Permission	Gay
	Teacher	Falling out	Argument	Support	education	Unsafe	Bisexual
	Manners	Arguments	Conflict	Help	safety	Online abuse	Homosexual
	Good choices	Differences	Emotions	Marriage	food	Inappropriate	Heterosexual
	Safe	Unique	Calm	Wife	shelter	Sexting	Transgender
	Right	Polite	Resolve	Husband	privacy	Cyber bullying	Families headed by grandparents
	wrong	Good manners	Compromise	Same sex parents	secret	Legal/Illegal	Foster parents/Carers
		Online	Empathy	partner	truth	Personal boundaries	Single parent families
		Pretending	Apologies	Male	lies	Safe relationships	Rights
		Teasing	Empathy	Female	confidence	Acceptable contact	Identity
	Bullying	Choices	Foster	choice	Stereotype	Fraud	
	Safe/Unsafe	Negative	Adoptive	aggressive	Sexual orientation	Phishing	
	Worried	Positive	Stepparent	inappropriate	Gender	Trolling	
	Permission	Exclude	Blended family	physical	Society	Harassment	
	Right / wrong	Unacceptable	Care	contact	Community	Self-respect	
	behaviour	Rude	Love	report	Difference	Personal information	
	Family	Bully	Family	unwanted	Husband	Anonymity	
	Divorced	Body language	Affection	genitals	Wife	bullying	
	Foster parent	Consequence	'random acts of kindness'	penis			
	Grandparents	Report	Relationships	vagina			
	Married / not married	Self -esteem	Anxious	breast			

		partner	Trust	Partner Single-parent family Boundaries Families headed by Grandparents Religion Culture	permission Trolling Personal information	Single parent families Lesbian Gay Bisexual Homosexual heterosexual Transgender Families headed by grandparents Foster parents/Carers Partner Same sex relationships Opposite sex relationships Marriage Civil partnership	Permission Unsafe/ Safe relationships Online abuse Inappropriate Sexting Cyber bullying Legal/Illegal Personal boundaries Stereotype Sexual orientation Gender Society  Community
<b>Relationships and Sex Education Vocabulary</b>						Love Consent Respect trust Mutual Cuddle Kiss Intercourse sex Conceive Conception erection	Love Consent Respect trust Mutual Cuddle Kiss Life cycle Intercourse Sex erection Conceive conception

<p><b>Health and Wellbeing</b></p>	<p>Health and Well-being To know how to manage their own basic hygiene and personal needs, including dressing, going to the toilet and to know the importance of healthy food choices. To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>	<p>To know about being healthy; hygiene; medicines; people who help us with health</p> <p>Keeping safe; people who help us</p>	<p>To know about keeping safe; recognising risk; rules</p> <p>To know about Being healthy: eating, drinking, playing and sleeping</p> <p>To know and to recognise feelings; mood; times of change; loss and bereavement; growing up</p>	<p>To know how to keep safe; at home and school; our bodies; hygiene; medicines and household products</p> <p>To know how to be healthy: eat well, dental care</p> <p>To know how to be healthy: keeping active, taking rest</p>	<p>To know about self-esteem: self-worth; personal qualities; goal setting; managing setbacks</p> <p>To know about feelings and emotions; expression of feelings; behaviour</p> <p>To know about growing and changing. Puberty</p> <p>To know about keeping safe; out and about; recognising and managing risk</p>	<p>To know about identity, personal attributes and qualities. similarities and differences; individuality; stereotypes</p> <p>To know basic first aid, accidents, dealing with Emergencies</p> <p>To know about drugs, alcohol and tobacco, healthy habits</p>	<p>To know about health and wellbeing To know about looking after ourselves; growing up; becoming independent; taking more responsibility</p>
<p><b>Health and Wellbeing Vocabulary</b></p>	<p>Keeping healthy Moving our bodies Exercise Run Walk</p>	<p>Physical health Healthy / unhealthy Fitness Active / inactive Exercise</p>	<p>Safe/unsafe private parts Permission Uncomfortable Worried No</p>	<p>Hygiene Cleanliness Maturity Puberty Penis Vagina</p>	<p>Penis Vagina Womb Uterus Testicles Ovaries</p>	<p>Mental health Equality Race Heritage Dual heritage Ethnicity</p>	<p>Sperm Eggs Scrotum Clitoris Nipple Intimate contact</p>

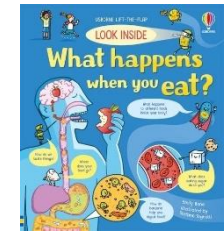
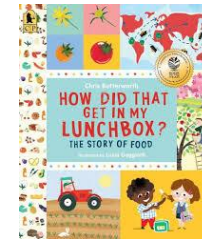
	Swim Jump Healthy foods Unhealthy foods Sugar Sweet Sleep Teeth brushing Having a bath Soap and water Washing hands Feelings Happy Sad Scared excited medicine	Healthy diet Sugar Fat Protein Vitamins Germs Personal hygiene - washing Virus Drugs / tobacco / alcohol sunscreen sun damage shade protection Mental health Emotions / feelings Anger Happiness Sadness Fear Surprise Nervous Excited	Stop Hygiene Exercise Healthy Physical	Breasts Testicles Foreskin Circumcision Body odour Safe Permission Uncomfortable routine Accident Washing hazards medicine/drugs alcohol allergies	Fallopian tubes Pubic hair Facial hair Body odour Foreskin Circumcision Voice breaking Period Menstruation Menstrual cycle Blood Tampon Sanitary towel Cleanliness Hormones Breasts	Religion Belief Culture Freedom Boundaries Sexual abuse Emotional abuse Neglect Physical abuse Discriminate Prejudice	Pubic hair Develop Facial hair Body odour Voice breaking Period Menstruation Menstrual cycle Blood Tampon Sanitary towel Hygiene Cleanliness Hormones Maturity Penis Vagina Breasts Womb Uterus Testicles Testis Foreskin Vulva Ovaries Fallopian tubes Bladder Urethra Mental health Boundaries Sexual abuse Emotional abuse Neglect Physical abuse
--	--	--	--	--	--	---	---

<p><b>Living in the wider world</b></p>	<p>Living in the wider world Talk about the lives of the people around them and their roles in society. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Recognise that people have different beliefs and celebrate special times in different ways. Continue developing positive attitudes about the differences between people</p>	<p>To know about money; making choices; needs and wants To know about ourselves and others; the world around us; caring for others; growing and changing</p>	<p>To know about people and jobs; money; role of the internet</p>	<p>To know about Community; belonging to groups; similarities and differences; respect for others</p>	<p>To know about respect for ourselves and others; courteous behaviour; safety; human rights</p>	<p>To know about Money; making decisions; spending and saving  To know about careers; aspirations; role models; the future</p>	<p>To know about media literacy and digital resilience; influences and decision-making; online safety</p>
---	--	--	---	---	--	--	---

# PSHE and RSHE Curriculum Reading

	Autumn Term	Spring Term	Summer Term
EYFS	    	  	  
Year 1	  	  	 
Year 2			 

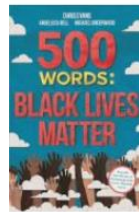
Year 3



Year 4



Year 5



Year 6

