

## PSHE (including RSE) AT NATEBY PRIMARY SCHOOL

### THE DFE AIMS

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

### How will PSHE (including RSE) be taught?

#### INTENT

**At Nateby we want all pupils to become healthy, independent and responsible members of society. We want our pupils to play a positive role in the life of school and in the wider world. We want our pupils to understand their rights and responsibilities and to appreciate what it means to be part of a multicultural society.**

**We want all pupils to know the importance of respectful relationships (including online), beginning with family and friendships. We want children to develop resilience and to give children belief in themselves so that they can achieve their goals. Through our curriculum we will foster all children's well-being.**

#### IMPLEMENTATION

##### How pupils will learn through and about PSHE & RSE

##### Reception & PSHE & RSE

PSHE in the EYFS has its own Educational Programme, 'Personal, Social & Emotional Development' (PSED). During the Early Years Foundation Stage, PSED underpins everything we do. Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

In the EYFS children work towards Early Learning Goals (ELGs) for PSED

### **Self-Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- 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.

### **Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **Building Relationships**

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

### **KS1 & 2**

The statutory guidance as set out in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE 2019) states that by the end of Key Stage 2 children should know;

## **FAMILIES & PEOPLE WHO CARE FOR ME**

- that families are important for children growing up because they can give love, security and stability.
- 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.
- 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 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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## **CARING FRIENDSHIPS**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

## **RESPECTFUL RELATIONSHIPS**

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- 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.

- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **ONLINE RELATIONSHIPS**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online

### **BEING SAFE**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- 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 report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Due to the nature of PSHE & RSE, these objectives appear throughout most of the units. Coram Education have mapped out when each objective is covered in each of the different units across all year groups. Below is an example of how this is done. All objectives are mapped out on their website

[www.coramlifeeducation.org.uk/scarf/dfe-relationships-health](http://www.coramlifeeducation.org.uk/scarf/dfe-relationships-health).

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

- [want to find out more?](#) [Get six week free trial and tour](#)
- R All about me
  - R Who can help me?
  - R Me and my special people
  - R Same and different families
  - R Safe indoors and outdoors
  - R Where do babies come from?
  - R Getting bigger
  - R Life stages - plants, animals, humans
  - R Looking after my special people
  - R Caring for our world
  - Y1 Who are our special people?
  - Y2 My special people
  - Y3 Family and friends
  - Y4 Friend or acquaintance?
  - Y4 My feelings are all over the place!
  - Y6 Advertising friendships!
  - Y6 Joe's story (part 2)
  - Y6 What's the risk? (2)

2. 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.

- R Me and my special people
- R My feelings
- R Who can help me?
- R Looking after my special people
- R People who help to keep me safe
- R Life Stages: Human life stage - who will I be?
- R Same and different families
- Y1 Taking care of a baby
- Y1 Who are our special people?
- Y2 My special people
- Y3 Family and friends
- Y3 Looking after our special people
- Y4 Friend or acquaintance?
- Y4 My feelings are all over the place!

**CURRICULUM MAP 2023-2024**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Responsibilities	Being My Best	Growing & Changing
Class One Y1 & EYFS Y1 units	Why we have classroom rules <b>Thinking about feelings</b> <b>Our feelings</b> Feelings and bodies Our special people balloons Good friends How are you listening?	Same or different <b>Unkind, tease or bully</b> <b>Harold's school rules</b> Who are our special people? It's not fair	Healthy me Super sleep <b>Who can help?</b> Harold loses Geoffry What could Harold do? <b>Good and bad touches</b> <b>Sharing pictures</b>	Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise Harold has a bad day	Inside my wonderful body Taking care of a baby Then and now <b>Who can help?</b> <b>Surprises and secrets</b> Keeping privates private
Class Two: Y2&3 Y3 units	<b>As a rule</b> My special pet Tangram team challenge Looking after our special people How can we solve this problem? <b>Dan's dare</b> Thunks Friends are special	Family and friends My community Respect and challenge Our friends and neighbours <b>Lets celebrate our differences</b> <b>Zeb</b>	<b>Safe or unsafe?</b> <b>Danger or risk?</b> <b>The risk robot</b> Alcohol and cigarettes the facts <b>Super searcher</b> <b>None of your business</b> <b>Raisin challenge 1</b> Help or harm?	Our helpful volunteers Helping each other stay safe <b>Recount task</b> Harold's environment project Can Harold afford it? Earning money	Derek cooks dinner (healthy eating) Poorly Harold For or against? <b>I am fantastic!</b> Getting on with your nerves Body team work Top talents	<b>Relationship tree</b> Body space Secret or surprise My changing body Basic first aid
Class Three: Y4&5 Y5 units	Collaboration challenge! Give and take	Qualities of friendship Kind conversations <b>Happy being me</b>	'Thinking' about habits Jay's dilemma <b>Spot bullying</b>	<b>What's the story?</b> <b>Fact or opinion?</b>	Getting fit It all adds up! Different skills	How are they feeling? <b>Taking notice of our feelings</b>

	<p>How good a friend are you? Relationship cake recipe Being assertive <b>Our emotional needs</b> <b>Communication</b></p>	<p>The land of the Red people <b>Is it true?</b> It could happen to anyone</p>	<p><b>Ella's diary dilemma</b> Decision dilemmas <b>Play, like, share</b> Drugs: True or false? <b>Smoking: what is normal?</b> <b>Would you risk it?</b></p>	<p>Rights, responsibilities &amp; duties Mo makes a difference Spending wisely Lend us a fiver! Local councils</p>	<p>My school community 2 Independence &amp; responsibility <b>Star qualities</b> Basic first aid</p>	<p>Dear Hetty Changing bodies &amp; feelings <b>Growing up &amp; changing bodies</b> Help! I'm a teenager, get me out of here! <b>Dear Ash</b> <b>Stop, start, stereotypes</b></p>
<p><b>Class Four: Y6</b> <b>Y6 units</b></p>	<p>Working together Let's negotiate Solve the friendship problem Assertiveness skills <b>Behave yourself</b> Dan's day Don't force me <b>Acting appropriately</b> <b>It's a puzzle</b></p>	<p><b>OK to be different</b> <b>We have more in common than not</b> Respecting differences Tolerance and respect for others Advertising friendships <b>Boys will be boys-challenging gender stereotypes.</b></p>	<p><b>Think before you click</b> <b>To share or not to share</b> <b>Traffic lights</b> <b>Rat park</b> What sort of drug is..? Drugs; it's the law Alcohol: what is normal? <b>Joe's story 1</b> <b>Joe's story 2</b></p>	<p><b>Two sides to every story</b> <b>Fakebook friends</b> What's it worth? Jobs and taxes Action stations Project Pitch 1 &amp;2 Happy Shoppers Democracy in Britain 1&amp;2</p>	<p><b>Five ways to wellbeing project</b> This will be your life Our recommendations <b>What's the risk 1&amp;2</b> Basic first aid including Sepsis awareness</p>	<p><b>Helpful or unhelpful; managing change</b> <b>I look great!</b> <b>Media manipulation</b> <b>Pressure online</b> Is this normal? <b>Dear Ash</b> Making babies What is HIV?</p>

\*Y4 Unit: Period Positive will be taught every year when children are in Y5 Autumn Term

\*Y6 Unit: Making babies will be taught every year when children are in Y6 Summer term

Units highlighted in red: Explicitly cover online safety as part of this learning.

SKILLS PROGRESSION IN PSHE (INCLUDING RSE)

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Me & my Relationships	<p>I can name some good and bad feelings.</p> <p>I can name some ways to be a good friend.</p> <p>I can say who my friends are and why I like them.</p> <p>I can name my family members and can say why they are special.</p>	<p>I can name a variety of different feelings and explain how these might make me behave.</p> <p>I can think of some different ways of dealing with 'not so good' feelings.</p> <p>I know when I need help and who to go to for help.</p> <p>I can tell you some different classroom rules.</p>	<p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p> <p>I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p> <p>Most of the time I can express my feelings in a safe, controlled way.</p>	<p>I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>I can give a range of examples of our emotional needs and explain why they are important.</p> <p>I can explain why these qualities are important.</p>	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can give examples of negotiation and compromise.</p> <p>I can explain what inappropriate touch is and give example.</p>
Valuing Difference	<p>I can say things I like to do.</p> <p>I can say things that my friends like to do.</p>	<p>I can say ways in which people are similar as well as different.</p>	<p>I can say how I could help myself if I was being left out.</p>	<p>I can give examples of different community groups and what is good</p>	<p>I can say a lot of ways that people are different, including religious</p>	<p>I can give examples of different faiths and cultures and positive things</p>	<p>I can reflect on and give reasons for why some people show prejudiced</p>



		I can say why things sometimes seem unfair, even if they are not.	I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.	about having these differences. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	behaviour and sometimes bully for this reason. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
Keeping Myself Safe	I can say how to use equipment safely. I know who to ask for help at home and at school. I can say some things that are dangerous.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. I can explain that they can be helpful or harmful, and say some	I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs, including alcohol and illegal drugs.	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. I can explain why some people

			examples of how they can be used safely.		smoke, or drink too much alcohol. I can give examples of positive and negative influences, including things that could influence me when I am making decisions.		believe that more young people drink alcohol than actually do (misperceive the norm).
Rights & Responsibilities	I can name and follow the class and school rules. I can say what is the right thing to do in school and at home e.g. tidying up, putting things in the recycling bin.	I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.	I can give examples of when I've used some of these ideas to help me when I am not settled.	I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.	I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how	I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.

					they might relate to me.	community. I can also give an examples of some of the things they have to allocate money for.	
Being my Best	I can say ways of keeping clean (for example by washing their hands and keeping their hair tidy). I can name some healthy foods. I can name some ways to exercise.	I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment.	I can give an example of when I have had increased independence and how that has also helped me to show responsibility. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk.
Growing & Changing	I can name the main parts of the body. I can tell you some things I can do now that I couldn't when I was a baby.	I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I	I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.	I can name a few things that make a positive relationship and some things that make a negative relationship. I can tell you what happens to the	I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these	I can explain what resilience is and how it can be developed. I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).	I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with

		couldn't do when I was a toddler. I can tell you what some of my body parts do.	I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). I can give examples of how to give feedback to someone.	woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.	difficult feelings (e.g. conflict with parents). I can tell you why people get married.	I am able to identify when I need help and can identify trusted adults in my life who can help me.	'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).
<b>WIDER EXPERIENCES Cultural capital &amp; multiculturalism</b>	PSHE is rich in cultural opportunities as pupils investigate the world and people around them with the aim of understanding themselves and others. This is essential knowledge for pupils as they need these skills to interact within society.						
<b>COVID 19 RESPONSE</b>	As a result of Covid 19, children's well-being has been a huge focus for us in school. PSHE has played an important part in helping to re-integrate children back into school. Greater focus has been given to certain areas e.g. feelings, emotions & relationships to ensure children are happy and secure at school. Much of our initial teaching had an increased focus on PSHE for example using books in English which also prompted well-being and helped to explore complex feelings.						

## **IMPACT**

In order to ensure that children are making good progress in PSHE & RSE, class teachers will make use of the 'SCARF' assessment resources and the skills progression. As with other subjects, class teachers will make on-going informal assessments during individual lessons and then at the end, a summative assessment will be made in relation to the learning objectives for that unit. Children will be assessed against age related expectations.