

## RSE Coverage in PSHE Units

### Families and People Who Care for Me

EYFS	KS1 (Year 1 and Year 2)	LKS2 (Year 3 and Year 4)	UKS2 (Year 5 and Year 6)
I know who the special people are in my life and that everyone has different special people.	I begin to recognise similarities and difference in families. I understand that other families within school or the wider world may look different to my family.	I respect that families may be different to mine but are characterised by love and care.	I understand that families may be different types and are important to children as they grow up.
I can talk about my family and who looks after me.	I begin to understand the characteristics of family life and that they look after each other and help each other.	I understand the characteristics of family life and that they protect and look after each other and help each other in times of difficulty.	I understand that families are important for people growing up because they can give love, security and stability.
I can talk about what I do with my family.	I understand that families show a commitment to each other and spend time together and share each other's lives.	I understand that marriage represents a commitment which is formally and legally recognised and is intended to be lifelong.	I understand that stable relationships which may be different types are at the heart of happy families and are important to children as they grow up.

I can talk about how I feel when I'm with my family.	I begin to recognise if things in my family are making me feel unhappy or unsafe.	I recognise if family relationships are making me feel unhappy or unsafe and how to seek advice or help from others if needed.	I know how to recognise when family relationships are affecting my feelings and making me feel unhappy or unsafe and I know where to get help and advice.
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## Caring Relationships

EYFS	KS1 (Year 1 and Year 2)	LKS2 (Year 3 and Year 4)	UKS2 (Year 5 and Year 6)
I am beginning to understand what a friend is.	I begin to understand what makes a good friend and how to be a good friend.	I understand that good friends are honest, kind, loyal and trustworthy and they support and help us.	I understand the characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
I can talk about how friends make me happy.	I understand how friends make me feel happy and how to choose and make friends.	I understand how important friendships are in making us feel happy and secure and how to choose and make friends without making others feel excluded.	I understand that healthy friendships are a positive experience that do not make others feel lonely or excluded.

I can talk about how friends make me unhappy but understand that friends can make up.	I understand that friends sometimes fall out and begin to understand how friends can make up and repair their friendship.	I understand most friendships have ups and downs and that these can be worked through so friendships can be repaired and strengthened.	I recognise who to trust and not trust and when a friendship is making me unhappy or uncomfortable and how to manage these situations seeking help and advice when needed.
I know not to use violence if I am unhappy with my friend.	I understand that if I fall out with my friend I should never use violence and begin to talk about what to do if I feel like hurting my friend.	I understand that using violence is never right to resolve a conflict and I am beginning to know ways to resolve conflicts with help.	I know how to resolve a conflict without using violence.

## Respectful Relationships

EYFS	KS1 (Year 1 and Year 2)	LKS2 (Year 3 and Year 4)	UKS2 (Year 5 and Year 6)
I can talk about similarities and differences between me and others.	I understand that people can be different in different ways (physical appearance, personality, backgrounds, likes and dislikes or beliefs) and that it is ok to be different.	I understand people are different and I know how to show respect to other people when they are different to me.	I understand the importance of respecting others, even when they are different from me, make different choices or have different preferences or beliefs. I understand what a stereotype is and how a stereotype can be unfair, negative and destructive.

I am beginning to recognise the things that make me special.	I recognise and celebrate what makes me special.	I understand what makes me special and different to others and I treat myself with respect.	I understand the importance of self-respect and how this is important to my own happiness.
I am beginning to show respect by taking turns, sharing and listening to others including my teachers.	I show respect by listening to others, taking turns, sharing and being polite.	I understand that I should show respect by being polite and courteous and that I should expect others to treat me with courtesy and respect.	I know I deserve to be treated with respect by others and I should in turn respect others including those in positions of authority.
I know I should be kind to others, they should be kind to me and I should tell an adult if someone is making me unhappy.	I am beginning to understand what bullying is and how it makes people feel and I know how to get help.	I understand that there are different types of bullying and how they make people feel and how to get help for myself or someone else who is being bullied.	I understand the different types of bullying (including cyberbullying) the impact of bullying, responsibilities of bystanders (reporting bullying to adults) and how to get help.
I understand that I have the right to privacy (e.g. underpants rule)	I understand that I have the right to privacy and to let someone know if I don't like something they are doing.	I am beginning to understand personal boundaries and that I have rights in my relationships with friends, peers and adults.	I understand the importance of consent in relationships with friends, peers and adults.

## Online Relationships

EYFS	KS1 (Year 1 and Year 2)	LKS2 (Year 3 and Year 4)	UKS2 (Year 5 and Year 6)
I know that people sometimes behave differently online including pretending to be someone they are not.	I know that people sometimes behave differently online including pretending to be someone they are not. (Progression is through consolidation from EYFS)	I understand the rules for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	I know how to critically consider my online friendships and sources of information including awareness of the risks associated with people I have not met.
I know some ways to stay safe online and what to do if something makes me feel unsafe.	I know some ways to stay safe online and what to do if something makes me feel unsafe. (Progression is through consolidation from EYFS)	I understand how to keep myself and others safe online and what to do if I feel unsafe.	I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.
I know not to share my passwords or give out personal information online.	I know not to share my passwords or give out personal information online.	I understand how to keep my personal information safe.	I know how information and data is shared online.

## Being Safe

EYFS	KS1 (Year 1 and Year 2)	LKS2 (Year 3 and Year 4)	UKS2 (Year 5 and Year 6)
I know ways to keep myself safe.	I am beginning to understand personal boundaries; to identify what I am willing to share with friends; classmates and others; and what is not appropriate to ask for or share.	I know what is and is not appropriate to ask for or share.	I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
I am beginning to know the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	I know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	I know what is meant by 'privacy', that I have a right to keep things 'private' and the importance of respecting others' privacy but that there are times when it is not right to keep things confidential.	I understand 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.
I am beginning to understand what physical contact is acceptable and unacceptable.	I know what kind of physical contact is acceptable and unacceptable, comfortable and uncomfortable.	I understand the difference between appropriate and inappropriate or unsafe physical contact.	I know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

I am beginning to understand that not all adults are safe.	I know how to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.	I know how to recognise and report feelings of being unsafe or feeling bad about any adult.	I know how to respond safely and appropriately to adults I may encounter (in all contexts, including online) whom I do not know.
I know some people who I can safely ask for help.	I know some people I can tell if I feel unsafe or feel bad about any adult and need help and advice.	I know where to get advice and help and who to tell if I feel unsafe ( family, trusted adult, Childline etc)	I know how to report concerns or abuse and I have the vocabulary and confidence to do so.

## Physical Health and Mental Wellbeing

EYFS	KS1 (Year 1 and Year 2)	LKS2 (Year 3 and Year 4)	UPK2 (Year 5 and Year 6)
I am beginning to recognise my feelings - what makes me happy and sad.	I know that some feelings make me feel good and some bad and that everyone has different feelings at different times.	I recognise a range of emotions and understand that they affect my mental health and wellbeing on a daily basis.	I understand that mental wellbeing is a normal part of daily life, in the same way as physical health and 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

I can talk about my feelings in simple language.	I can talk about good and not so good feelings with an increasing range of vocabulary.	I can talk about good and not so good feelings with an increasing range of vocabulary which help me explain them in range and intensity.	I recognise and talk about emotions and have a varied vocabulary of words to use when talking about my own and others' feelings.
I am beginning to know some things I can do when I am feeling sad, angry, worried or excited.	I am beginning to recognise how I am feeling and when I might need to do something to help me with these feelings.	I recognise how I am feeling and know when I might need help to deal with these feelings.	I know how to judge whether what I am feeling and how I am feeling is appropriate or inappropriate and when I might need help to overcome this.
I know some things that help me feel happy and healthy.	I know some things that help me feel healthy and happy and what I can do when I feel sad, angry, worried, nervous or excited.	I know what helps me feel healthy and happy and some strategies that help me deal with my feelings and emotions.	I understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness and I know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
I am beginning to talk about good and not so good feelings.	I understand and am beginning to describe not so good feelings and understand that talking to someone can help manage these feelings.	I can describe my feelings and understand that when I have feelings which make me feel bad it is important to discuss these feelings and ask for help.	I understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.



<p>I know that what I say and how I behave might make others feel sad or upset.</p>	<p>I recognise different types of teasing and bullying, I understand how these make people feel and I understand that these are wrong and unacceptable.</p>	<p>I understand how teasing and bullying (including cyberbullying) makes people feel and these feelings often affect people for a long time after.</p>	<p>I understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>
<p>I know who looks after me and who to go to if I am worried.</p>	<p>I know that everyone gets worried and upset at times and I know people I can talk to if I am worried or upset.</p>	<p>I understand that everyone needs help coping with their feelings at times and I know some people I can talk to both in school and out of school if I need help.</p>	<p>I understand that 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. I know where and how to seek support (including recognising the triggers for seeking support), including whom in school I should speak to if I am worried about my own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>
<p>I am beginning to understand what keeps me healthy.</p>	<p>I know how to use the internet and electronic devices but understand that a healthy lifestyle includes physical activity and getting enough sleep and I should not spend too much time on electronic devices.</p>	<p>I know the positive and negative impact of using the internet and electronic devices on a healthy lifestyle and am beginning to understand safe user habits.</p>	<p>I know that for most people the internet is an integral part of life and has many benefits but I understand the importance of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online</p>

			on my own and others' mental and physical wellbeing.
I can follow instructions to stay safe online.	I understand how to use internet safety rules such as SMART when I am online.	I understand and use internet safety rules (SMART) when I am online and I know how my behaviour online can affect others.	I know how to consider the effect of my online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
I know a simple rhyme to stay safe online.	I know how to use the internet safely and understand that some games and social media are age restricted to keep me safe.	I know why social media, some computer games and online gaming are age restricted.	I know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
I am beginning to know how to use the internet safely and to stay on the sites my teacher tells me.	I know how to use the internet safely and to stay on the sites my teachers tell me.	I understand that not everything I read on the internet is correct and that information can sometimes be misleading.	I know how to be a discerning consumer of information, including that information from search engines is ranked, selected and targeted .
I know I should tell a trusted adult if I see anything on the internet that makes me feel frightened, uncomfortable or unsafe.	I know I should tell a trusted adult if I see anything on the internet that makes me feel frightened, uncomfortable or unsafe.	If I see anything on the internet that makes me feel frightened, uncomfortable or unsafe I know who to tell and I am beginning to know where I can report concerns.	I know where and how to report concerns and get support with issues online.

I know what keeps me healthy.	I know what makes a healthy lifestyle and that physical activity is important to keeping healthy.	I know what makes a healthy lifestyle and understand the benefits of physical activity on physical and mental health.	I know the characteristics and mental and physical benefits of an active lifestyle.
I know exercise is good for me.	I am beginning to understand how I can build exercise into my daily life.	I know why regular exercise is important to my health and how I can build it into my daily life.	I know 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.
I am beginning to make choices.	I am beginning to understand that choices about food and exercise can affect my physical and mental health.	I understand that my choices about food and exercise can affect my physical and mental health.	I understand the risks associated with an inactive lifestyle (including obesity)
I know about people who help keep me healthy - doctors, nurses, dentists etc.	I know how to look after my body and about people who help keep me healthy and I know who to tell if I feel unwell or worried.	I know how to look after my body and who to tell if I am worried about my health.	I know how and when to seek support including which adults to speak to in school if I am worried about my health.
I know how to keep healthy.	I am beginning to understand there are different food groups and that a balanced diet is needed to be healthy.	I know about food groups and what a healthy diet looks like.	I know what constitutes a healthy diet (including understanding calories, and other nutritional content).
I am beginning to try new foods.	I am beginning to recognise foods that are good to include in a healthy meal and I plan and prepare some simple healthy dishes (e.g. fruit salad/veg soup).	I know which foods to include in a healthy meal and which food groups to limit and I plan and prepare some simple healthy dishes to	I know the principles of planning and preparing a range of healthy meals.

		reflect this (e.g. sandwiches, salads etc).	
I can tell some ways to keep healthy.	I know the benefits of a healthy diet and learn how a poor diet can lead to poor health (obesity, tooth decay).	I know what should be included in a healthy diet and learn and can investigate how a poor diet can lead to poor health (tooth decay, obesity effect of energy drinks). (This is covered through the KS2 science curriculum).	I know 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).
I know that household products and medicines can be dangerous if not used properly.	I know that medicines are drugs and can be dangerous if not used properly and I know where to get help if I have concerns.	I know the risks of smoking, drinking alcohol and taking drugs and understand what legal and illegal substances are and I know where to get help if I have concerns.	I know the facts about legal and illegal substances, I understand the associated risks, including smoking, alcohol use and drug-taking and I know where to get help if I have concerns.
I am beginning to know what a healthy body feels like.	I know what a healthy body feels like and how to recognise when I might be ill.	I know how to recognise signs of illness in myself and others.	I know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
I am beginning to know how to keep safe in the sun. (wear a hat, sun cream). The importance of drinking water	I know how to keep safe in the sun and some of the effects of unsafe sun use (sunburn, sunstroke). The importance of drinking water	I know how to keep myself safe in the sun and how to reduce the risks of sun damage. The importance of drinking water	I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of being hydrated.
I know that sleep is good for me and is part of keeping healthy.	I know what keeps me healthy and that getting enough sleep is important to keep me healthy.	I know that getting enough sleep is important to my physical and mental health and understand how a lack of	I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

		sleep can affect my mood and health.	
I know why I brush my teeth.	I know that brushing my teeth is part of keeping healthy.	I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
I know I should wash my hands after I have been to the toilet.	I know how to stop the spread of germs by properly washing my hands, covering my mouth when I cough and using a tissue or handkerchief.	I know how germs are spread and understand how I can stop the spread of germs through my actions such as proper handwashing.	I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (This is taught within the science curriculum).
I know that medicine can be used to keep me healthy.	I know that medicine and vaccinations can be used to help keep me healthy.	I know that medicines and vaccinations and immunisation can be used to keep people healthy and treat illness.	I understand the facts and science relating to immunisation and vaccination.
I know people who help us and look after us in our community and how to dial 999 in an emergency.	I know what to do if someone is injured or ill in our school and I am beginning to know some basic things I can do if an adult isn't there, including how to get help and ringing 999 in an emergency.	I know what to do if someone is injured or ill in our school and I know some basic things I can do if an adult isn't there including how to get help and ringing 999 in an emergency.	I understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries and I know how to make a clear and efficient call to emergency services if necessary.
I know the parts of my body.	I can name the parts of my body and know that girls and boys have different body parts and that human bodies change and grow.	I understand that boys and girls have different body parts, that my body will change as I get older (basic changes such growing facial hair, breasts) and that this	I know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

		may affect my mood and emotions.	
I know that women have babies.	I know that women have babies and as mammals are capable of feeding their babies with breast milk.	<p><b>Year 4</b>, Summer term to cover: To know some of the changes that happen during puberty (including menstruation - when appropriate. This is covered in Year 5 with all girls)</p> <p>To discuss male and female body parts and correct terminology.</p>	<p>I know about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p><b>Objectives covered for Year 5:</b> -</p> <p>I know about some of the physical changes experienced during puberty. -I know about the biological changes that happen to males and females during puberty. -I understand and know about the importance of personal hygiene during puberty. -I can respond to questions about puberty and I know why emotions may change during puberty. I know where to get appropriate help, advice and support about puberty.</p> <p><b>Objectives for Year 6:</b> -Recap puberty sessions in Year 5 and go into greater depth. -Learning to manage change — new roles and responsibilities as we grow up.</p>

## **Year 6- Sex Education**

At Hipsburn Primary School we teach sex education in the context of our school's vision and values. While sex education in our school means that we give children information about sexual behaviour, our work stems from our values of respect and responsibility. Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. (Sex and Relationship Education Guidance 2000).

### **Learning outcomes for pupils:**

- To identify the links between love, committed relationships / marriage, and conception.
- To explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults.
- To explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female).
- For pupils to be able to ask questions openly and address any misconceptions as they arise in a safe, secure and inclusive environment.

For our sex education sessions, we will be using the resources from the PHSE Association:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships>

<p><b>LGBTQ+</b> *This area of RHSE is statutory as part of relationships education</p> <p>Protected characteristics</p> <p>.</p>	<p><b>EYFS- Year 6</b></p> <p>How young people see themselves, each other and the world around them is shaped by what they learn about at school. For every young person to be prepared for life in modern Britain, it's vital that their curriculum reflects the full diversity of the world they live in. When pupils are supported to understand diversity and celebrate difference, they can develop accepting attitudes towards those who are different to them, and feel proud of the things that make them different themselves. Therefore in teaching relationships education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. (DFE 2019).</p> <p>As part of our PSHE framework pupils in EYFS and KS1, pupils will:</p> <ul style="list-style-type: none"> <li>• Explore a range of books that cover LGBTQ+ themes.</li> <li>• Explore the differences and similarities between families and people.</li> <li>• Talk about how and why our school vision is inclusive.</li> </ul> <p>Books that will be used include:</p> <p><b>This will be confirmed in September 2020</b></p> <p>As part of our PSHE framework for LKS2 (Year 3 / 4), pupils will:</p> <ul style="list-style-type: none"> <li>• As part of the bullying topics, learn about homophobic and transphobic bullying.</li> <li>• They will continue to explore the similarities and differences between families and people including same sex marriage. <ul style="list-style-type: none"> <li>• They will research an LGBTQ+ role model in modern Britain.</li> <li>• Continue to explore the differences and similarities between families and people.</li> <li>• They will continue to develop their understanding in relation to the school vision and inclusion and equality.</li> </ul> </li> <li>• They will cover the correct terminology and vocabulary as part of their lessons, see vocabulary list.</li> </ul>
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As part of our PSHE framework for UKS2 (Year 5/ 6), pupils will:

- Learn about the history of LGBTQ+
- As part of: What is a community? Pupils will explore the challenges faced by the LGBT+ community in relation to: racism, faith and disability.
- Explore discrimination and stereotypes which will include human rights for the LGBTQ+ community.
- As part of the bullying topics, develop their understanding further about homophobic and transphobic bullying and equality.
- They will cover the correct terminology and vocabulary as part of their lessons, see vocabulary list.