

# BIRKBY INFANT & NURSERY SCHOOL

## Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy

(RSHE will be taught within the subject PSHE 'Personal, Social, Health and Economic Education')

The policy is informed by [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#)

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### Legislation and statutory guidance

At Birkby Infant School, we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

### Definitions

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

### **Statement of intent**

This policy outlines the approach to relationships, sex and health education (RSHE) at Birkby Infant School. It is underpinned by the Birkby Infant School Charter for RSHE (principles and values) and complements the vision/value/ethos of our school.

Relationships and health education is important at Birkby Infant School because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.

All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in [Public Sector Equality Duty Guidance for schools in England \(EHRC, 2014\)](#)

### **Roles and responsibilities**

#### **a. The Governing Body**

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

#### **b. The Headteacher**

- The development and implementation of the RSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Report to the Governing Body on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

### **c. Lead teacher for RSHE**

- Support the development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Body regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

### **d. SENCO**

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

### **e. All teachers of RSHE**

- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE.
- The RSHE curriculum has been organised in line with the statutory requirements outlined in [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE, 2019\)](#)
- DfE update [DfE communication to schools on RSHE implementation](#) (update, June 2020)

## **RHE Statutory Content Summary (Primary School)**

**There is no statutory content for sex education.**

<b>Relationships Education (para 62, page 20)</b>	<b>Health Education (para 96, page 32)</b>
<ul style="list-style-type: none"><li>• Families and people who care for me</li><li>• Caring relationships</li><li>• Respectful relationships</li><li>• Online relationships</li><li>• Being safe</li></ul>	<ul style="list-style-type: none"><li>• Internet safety and harms</li><li>• Physical health and fitness</li><li>• Healthy eating</li><li>• Drugs, alcohol and tobacco</li><li>• Health and prevention</li><li>• Basic first aid</li><li>• Changing adolescent body (including puberty and menstruation)</li></ul>

- The content of the RSHE curriculum at Birkby Infant School is informed by:
  - ❖ National guidance and evidence-based research about RSHE/PSHE ed.
  - ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
  - ❖ Relevant health and other data (both local and national).
  - ❖ **The views of pupils, staff, parents, and governors.**
- Birkby Infant School has adopted the PSHE Association: programme of study 2020. This programme of study is a suggested DfE resource (Annex B Suggested Resources DfE, 2019)
- Birkby Infant School has developed medium terms plans based on the PSHE Association Scheme of work.  
The content is well-matched to the needs of our pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced and progressively builds upon prior knowledge.
- The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum. Parents are welcome to email the school with any feedback.

### **Sex Education**

- The DfE *recommends* that ‘all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- **Sex education is not appropriate for the age and the physical and emotional maturity of our pupils. Therefore, Sex education will not be taught at Birkby Infant School. The right to withdraw a child from Sex education is therefore not applicable.**
- The correct names of body parts will be taught.
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

### **The delivery of the RSHE curriculum:**

- Relationships and health education (RSHE) will be taught within the personal, social health and economic (PSHE) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- RSHE teaching will promote:

- ❖ equality and challenge all forms of prejudice and discrimination.
- ❖ the importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships; develop critical thinking skills; nurture their tolerance/respect for different views.
- Staff will be kept up to date about new guidance, support, and resources for RSHE.

### **Safeguarding: safe and effective practice**

- RSHE will be delivered in a safe, supportive learning environment, so that the pupils feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. In Year 2 pupils will be taught the correct terms for genitalia as part of Health education and safeguarding practice. This is not sex education.

## **Engaging stakeholders (parents, staff, children, and governors)**

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

### **Parents**

**Parental engagement is informed by:**

[DfE Parental engagement](#)

[DfE: Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)

[DfE: Relationships, sex and health education: guides for parents](#)

[PSHE Association: Guide to parental engagement](#)

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.

- Our aim at Birkby Infant School is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
- At Birkby Infant School, we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
  - ❖ The content of the RSHE curriculum.
  - ❖ How to support/complement RSHE teaching at home.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school.
- Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

### **Faith and cultural perspectives on RSHE**

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- Where available, we will use a diverse range of resources so every child and family feel included, respected, and valued.
- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

### **Monitoring the quality of provision for RSHE**

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The subject lead will report to the Headteacher and governing body on the quality of provision and effectiveness and highlight any concerns.

### **Policy review**

- The governing body is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Body.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

<b>Approved/adopted by</b>	<b>R Stanger / D Wilson / FGB</b>	<b>Date 24.05.2021</b>
<b>Last reviewed by/on</b>	<b>R Stanger / D Wilson</b>	<b>Date September 2024</b>
<b>Next review date due by</b>	<b>Date September 2025</b>	



## **Appendix 1: Birkby Infant School Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)**

### **Background**

- We want all children to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This charter sets out the values and principles that we believe underpin an effective RSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.

### **Our values and principles**

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
5. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.
6. Schools must develop an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
7. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).

8. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
9. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
10. All teachers of RSHE should have access to high quality professional development (training) in RSHE.
11. RSHE will be delivered in a safe, supportive learning environment, so that pupils feel able to express their views and ask questions.
12. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
13. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
14. RSHE lessons will encourage participation by using a variety of teaching approaches.
15. RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
16. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views
17. Information and resources used in RSHE should be up to date, based on best practice and subject to on-going evaluation.
18. Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools*) and/or their own guidance on the vetting and checking of *any* visitor before inviting them into school, in line with standard practice.



## **Appendix 2: The RSHE curriculum at Birkby Infant School**

- The DfE [Statutory guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) sets out what schools must cover in primary schools from September 2020.
- The [PSHE Association programme of study](#) (Key Stages 1–5) is a national programme of study and a suggested DfE resource. Birkby Infant School has adopted this programme of study.
- It has three core themes: Health and Wellbeing; Relationships; and Living in the Wider World.
- This programme of study provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements.

## Birkby Infant PSHE knowledge and skills progression (Incorporating RSHE)

The **National Curriculum** states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. ... The relationships and health aspects of **PSHE** education are compulsory in all schools.

**Intent** - We offer a scheme of work that aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through our lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and be able to responsibly participate in society around them. We aim to cover a wide range of social and emotional aspects of learning, enabling children to develop self-esteem and confidence and foster respect for others and difference. Our scheme of work covers all the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World as laid out in the PSHE Association Programme of Study. It also fulfils the requirements of statutory Relationships, Sex and Health Education (RSHE) and incorporates the Fundamental British Values.

**Implication** - Our units are planned for delivery using many approaches such as story led, role play, discussion and games. These activities enable children to build confidence and resilience. The KS1 objectives from the PSHE Association are split between year 1 and year 2.

**Impact** - All children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a space of openness, trust and respect. They know when and how to seek the support of others. Our scheme of work supports physical and mental health and wellbeing, providing children with skills to understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them. We know that successful PSHE education can have a positive impact on the whole child, including academic development and progress. We want our children to have high aspirations and be empowered to overcome any barriers that they may face. Our children develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

EYFS	PSHE Association Programme of Study - KS1
<p><b>Personal, social and emotional development</b> To develop strong relationships with their peers and adults in the classroom. Self-regulation and Executive function Executive function – develop the ability to; Hold information in their mind Focus attention, Regulate behaviour, Plan what to do next These abilities will contribute to the child's growing ability to self-regulate; Focus their thinking. Monitor what they are doing and adapt. Regulate strong feelings Be patient for what they want. Bounce back when things get difficult. To have a positive sense of self and have confidence in their own abilities. Show resilience and perseverance in the face of challenge. Have a can-do attitude.</p> <p>Be confident to try new activities and show independence. Show high levels of involvement and are not easily distracted. Children challenge themselves and enjoy meeting those challenges. Shows satisfaction in meeting their own goals. Express their feelings and are sensitive to the feelings of others. To know the school rules and understand the reasons why we have these. To know that there are rules beyond school (laws). To know right from wrong and adjust their behaviour. To follow instructions at a four word level. Be able to seek out adult attention and articulate their need and wants. Recognise that they belong to different communities and that there are children who have different beliefs to theirs and are sensitive to this. *Also in Physical Development To know and talk about the factors that support their overall health: Regular physical exercise Healthy eating- also how to use a knife and fork Toothbrushing – good oral hygiene Sensible amounts of screen time, Having a good sleep routine, Being safe when crossing the road Toileting skills, Independently manage their own care need such as brushing their teeth, using the toileting and hand washing. Be able to eat independently using a knife and fork.</p>	<p><b>Core Theme 1: Health and wellbeing</b> Healthy lifestyles (physical wellbeing) - H1 to H10 Mental health H11 to H20 Ourselves, growing and changing H21 to H27 Keeping safe H28 to H 36 Drugs, alcohol and tobacco H37</p> <p><b>Core Theme 2: Relationships</b> Families and close positive relationships - R1 to R5 Friendships - R6 to R9 Managing hurtful behaviour and bullying - R10 to R12 Safe relationships - R13 to R20 Respecting self and others - R21 to R25</p> <p><b>Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen</b> Shared responsibilities - L1 to L6 Media literacy &amp; digital resilience - L7 to L9 Economic wellbeing: Money - L10 to L13</p>

<b>Understanding of the World</b> To talk about members of their own family. Understand that families differ between households. To know that there are different countries in the world and talk about the differences they have experienced or seen in photographs. To explore the community in which they live. Do children know what is in their area, parks, theatres, museums, different places of worship? To learn about people who help us in the community such as doctors, firefighters. To recognise that people, have different beliefs and celebrate special times in different ways.		Economic wellbeing: Aspirations, work and career - L14 to L17
EYFS	Year 1	Year 2
<b>Autumn 1</b>  <b>Personal, social and emotional development;</b> Children are confident to try new activities, and say why they like some activities more than others.  Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.  Children play co-operatively, taking turns with others.	<b>Families and close positive relationships</b> <b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives <b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for <b>R4.</b> to identify common features of family life <b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried <b>Friendships</b> <b>R6.</b> about how people make friends and what makes a good friendship <b>R7.</b> about how to recognise when they or someone else feels lonely and what to do <b>R9.</b> how to ask for help if a friendship is making them feel unhappy	<b>Friendships</b> <b>R8.</b> simple strategies to resolve arguments between friends positively <b>R9.</b> how to ask for help if a friendship is making them feel unhappy <b>Shared responsibilities</b> <b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them <b>L4.</b> about the different groups they belong to <b>L5.</b> about the different roles and responsibilities people have in their community  <b>Shared responsibilities</b> <b>RE – L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations
Vocabulary Happy, sad, angry, worried, feelings, taking turns, sharing	Family Feelings Carer Same Different Equality Friends Bullying Kind Unkind	teamwork, resolve, friendship, community, role, responsibilities, belong, respect
<b>Autumn 2</b>		
<b>Continued plus additional in italics</b> <b>Personal, social and emotional development;</b> Children are confident to try new activities, and say why they like some activities more than others. <i>They say when they do or don't need help.</i> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. <i>They work as part of a group or class, and understand and follow the rules.</i>	<b>Mental health</b> <b>H11.</b> about different feelings that humans can experience <b>H12.</b> how to recognise and name different feelings <b>H14.</b> how to recognise what others might be feeling <b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things <b>H16.</b> about ways of sharing feelings; a range of words to describe feelings <b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) <b>Ourselves, growing and changing</b> <b>H24.</b> how to manage when finding things difficult	<b>Economic wellbeing: Money</b> <b>L10.</b> what money is; forms that money comes in; that money comes from different sources <b>L11.</b> that people make different choices about how to save and spend money <b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want <b>L13.</b> that money needs to be looked after; different ways of doing this <b>Economic wellbeing: Aspirations, work and career</b> <b>L14.</b> that everyone has different strengths <b>L15.</b> that jobs help people to earn money to pay for things <b>L16.</b> different jobs that people they know or people who work in the community do

<p>Children play co-operatively, taking turns with others. <i>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</i></p> <p><b>Physical Development; Health and self-care:</b> They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. The children are aware of good oral hygiene.</p> <p><b>Understanding the world; People and communities:</b> Children talk about present events in their own life</p>		<p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p>
<p>Vocabulary Help, kind, unkind, behaviour, consequences, yesterday, today Rainbow rules, bullying, hurting, hitting, kicking, pinching, accident, bumping (colliding), toothbrush, toothpaste, brushing</p>	<p>Unique Special Feelings Emotions Happy Sad Calm Angry Scared Worried Different</p>	<p>earn, budget, save, bank account, interest, job, strengths, skills, qualities, interests</p>
<b>Spring 1</b>		
<p><b>Personal, social and emotional development;</b> They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p><b>Healthy lifestyles (physical wellbeing)</b> H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H10. about the people who help us to stay physically healthy <b>Keeping safe</b> H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe</p>	<p><b>Ourselves, growing and changing</b> H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult <b>Respecting self and others</b> R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them</p>

	<b>H35.</b> about what to do if there is an accident and someone is hurt	
Vocabulary Healthy, unhealthy, exercise, likes, dislikes, keeping safe	Healthy Unhealthy Active Exercise Rest Relax Hygiene Clean Medicine Dentist Sun damage	personal skills, polite, manners, courteous, respect, unique, similarities, differences
<b>Spring 2</b>		
<b>Managing feelings and behaviour:</b> They adjust their behaviour to different situations, and take changes of routine in their stride.  <b>The world:</b> They make observations of animals and plants and explain why some things occur, and talk about changes.	<b>Respecting self and others</b> <b>R23.</b> to recognise the ways in which they are the same and different to others <b>R25.</b> how to talk about and share their opinions on things that matter to them <b>Shared responsibilities</b> <b>L6.</b> to recognise the ways, they are the same as, and different to, other people	<b>Healthy lifestyles: Physical wellbeing</b> <b>H1.</b> about what keeping healthy means; different ways to keep healthy <b>H2.</b> about foods that support good health and the risks of eating too much sugar <b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday <b>H4.</b> about why sleep is important and different ways to rest and relax <b>H5.</b> simple hygiene routines that can stop germs from spreading <b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health <b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV <b>Mental health</b> <b>H13.</b> how feelings can affect people's bodies and how they behave <b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) <b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good <b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it <b>Drugs, alcohol and tobacco</b> <b>H37.</b> about things that people can put into their body or on their skin; how these can affect how people feel.
Vocabulary Living, growing, care, looking after, change	Same Different Respect Behaviour Feelings Rights Responsibilities Contribute Protect Tolerance Positive Belong	mental health, physical well-being, healthy food, lifestyle, negative consequences
<b>Summer 1</b>		
They take account of one another's ideas about how to organise their activity.  <b>Understanding the world</b> They know about similarities and differences between themselves and others,	<b>Managing hurtful behaviour and bullying</b> <b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online <b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	<b>Keeping safe</b> <b>H28.</b> about rules and age restrictions that keep us safe <b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them <b>H36.</b> how to get help in an emergency (how to dial 999 and what to say) <b>Families and close positive relationships</b>

and among families, communities and traditions.	<p><b>Safe relationships</b></p> <p><b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p><b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><b>Managing hurtful behaviour and bullying</b></p> <p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><b>Safe relationships</b></p> <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>R15.</b> how to respond safely to adults they don't know</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>Shared responsibilities</b></p> <p><b>RE – L3.</b> about things they can do to help look after their environment</p>
Vocabulary Ideas, listening, celebrate, same, different, family, community	Safe Unsafe Harm Risk Adults Pressure Strangers Secrets	families, caring, private, privacy, comfortable, uncomfortable, pressurized, peer pressure, hurtful, teasing, bullying, deliberate, emergency
<b>Summer 2</b>		
<b>The world:</b> children know about similarities and differences in relation to places, objects,	<p><b>Ourselves, growing and changing</b></p> <p><b>H21.</b> to recognise what makes them special</p> <p><b>H27.</b> about preparing to move to a new class/year group</p>	<p><b>Mental health</b></p> <p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>

materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.		<b>Ourselves, growing and changing</b> <b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) <b>H26.</b> about growing and changing from young to old and how people's needs change <b>H27.</b> about preparing to move to a new class/year group
Vocabulary House, home, Birkby, Huddersfield, belonging to, buildings,	Growing up Special Interests Strengths Jobs Careers Change Loss	change, loss, external genitalia (e.g. vulva, vagina, penis, testicles)