

Ashbourne Primary School's Personal, Social and Health Education (PSHE) (incorporating Relationships Education, Relationships and Sex Education (RSE) and Health Education) Scheme Of Work

Intent:

Personal, Social, Health Education (PSHE) at Ashbourne Primary aims to equip the pupils with the skills and knowledge to make informed decisions about their wellbeing, health and relationships and build their resilience and self-worth.

Our work is underpinned by our vision and aims: 'Nurturing aspiration through happy, creative learning'. Our PRAISE aims are at the heart of every lesson and our focus on the removal of barriers to learning is firmly embedded into all areas of the PSHE curriculum.

The national curriculum for Relationship Education, Relationships and Sex Education (RSE) and Health Education is taught both explicitly and through a cross-curricular approach to cover a broad range of aims. This is delivered through a variety of approaches including: scenarios, role play, text based stories, practical activities and circle time. Meaningful and thought-provoking discussion is an integral part of all lessons and pupils are encouraged to continue these discussions beyond the classroom. Class teachers also work closely with the Child & Family Wellbeing Leaders to offer targeted interventions alongside lessons tailored to the specific needs of each class. In addition to this the Child & Family Wellbeing Leaders offer a valuable support service to pupils, parents and families.

It is our intention that after completing the PSHE curriculum at Ashbourne Primary, pupils will have an increased awareness of the ever-changing, modern and diverse society they are a part of. They will have developed the skills and confidence to make sound decisions when facing risks, taking challenges and know how and when to ask for help in both an education setting and the wider world.

Relationships Education: Primary

Families and people who care for me	<p>1a. That families are important for children growing up because they can give love, security and stability.</p> <p>1b. 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.</p> <p>1c. 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.</p> <p>1d. 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.</p> <p>1e. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p> <p>1f. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Caring friendships	<p>2a. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2b. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>2c. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>2d. 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.</p>

	<p>2e. 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.</p>
Respectful relationships	<p>3a. The conventions of courtesy and manners.</p> <p>3b. 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.</p> <p>3c. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>3d. 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.</p> <p>3e. The importance of self-respect and how this links to their own happiness.</p> <p>3f. 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.</p> <p>3g. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>3h. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>4a. That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>4b. 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.</p> <p>4c. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>4d. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>4e. How information and data is shared and used online.</p>
Being safe	<p>5a. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>5b. 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.</p> <p>5c. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>5d. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>5e. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>5f. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>5g. Where to get advice e.g. family, school and/or other sources.</p> <p>5h. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>
Health Education: Primary	
Mental wellbeing	<p>6a. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>6b. 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.</p>
Y4 emotions, mindfulness friendships A1	<p>6c. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>6d. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>6e. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>6f. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>6g. 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>
Y1/2	<p>6h. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>

emotions A1	<p>6i. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>6j. 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.</p>
Internet safety and harms	<p>7a. That for most people the internet is an integral part of life and has many benefits.</p> <p>7b. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</p> <p>7c. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>7d. Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>7e. Where and how to report concerns and get support with issues online.</p> <p>7f. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>7g. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>
Physical health and fitness	<p>8a. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>8b. 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.</p> <p>8c. The risks associated with an inactive lifestyle (including obesity).</p> <p>8d. How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy eating	<p>9a. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>9b. The principles of planning and preparing a range of healthy meals.</p> <p>9c. 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).</p>
Drugs, alcohol and tobacco	<p>10a. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and prevention	<p>11a. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>11b. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>11c. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>11d. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>11e. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>11f. The facts and science relating to allergies, immunisation and vaccination.</p>
Basic first aid	<p>12a. How to make a clear and efficient call to emergency services if necessary.</p> <p>12b. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
Changing adolescent body	<p>13a. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>13b. About menstrual wellbeing including the key facts about the menstrual cycle.</p>

PSHE	HEALTH	STAYING SAFE	RELATIONSHIPS	RELATIONSHIPS AND SEX	ASPIRATIONS
Whole-school Topics	Wellbeing	Communication (Anti-Bullying) (Online Safety)	Diversity	Creativity (RSE)	Aspirations
Early Years Foundation Stage Reception <i>Key Vocabulary: friend feelings happy sad kind safe clean calm problem help unique special</i>	<i>Being me in my world</i> <ul style="list-style-type: none"> I can help others to feel welcome I can try to make our school community a better place I can think about everyone's right to learn I can explain why we have rules. I can care about other people's feelings I can work well with others 	<i>Healthy Me</i> <ul style="list-style-type: none"> I can make a healthy choice I know how to keep clean I know how to be physically active I know how to be safe when doing physical activity. I can keep myself and others safe I know how to be a good friend and enjoy healthy relationships I know how to keep calm and deal with difficult situations 	<i>Relationships</i> <ul style="list-style-type: none"> I know how to make friends I know how to solve friendship problems when they occur I can help others to feel part of a group I can show respect in how I treat others I know how to help myself when I feel upset I know and show what makes a good friendship <i>Celebrating difference</i> <ul style="list-style-type: none"> I can accept that everyone is different I can include others when working and playing I know how to help if someone is being bullied I can try to solve problems I can try to use kind words I know how to give and receive compliments 	<i>Changing me</i> <ul style="list-style-type: none"> I can understand that everyone is unique and special I can express how I feel when changes happen I can understand and respect the changes that I see in myself and other people I know who to ask for help if I am are worried about change 	<i>Dreams and Goals</i> <ul style="list-style-type: none"> I can stay motivated when doing something challenging I can keep trying even when it is difficult I can work well with a partner or a group I can have a positive attitude I can help others to achieve their goals I can work hard to achieve my own dreams and goals I can talk about what job I would like when I am older.
PSHE	HEALTH	STAYING SAFE	RELATIONSHIPS	RELATIONSHIPS AND SEX	ASPIRATIONS
Whole-school Topics	Wellbeing	Communication (Anti-Bullying) (Online Safety)	Diversity	Creativity (RSE)	Aspirations
KS1 Year 1 <i>Key Vocabulary:</i>	<ul style="list-style-type: none"> I can explain ways of keeping clean (11a) I can recognise when I feel unwell (11b) I understand the basic rules of road safety 	<ul style="list-style-type: none"> I can explain what bullying is (6h) I can recognise and talk about my emotions (6b, 6c & 6i) I can say what good manners are (3a) 	<ul style="list-style-type: none"> I can describe a healthy friendship (2b, 2c & 2e) I can identify how I am similar to my friends I can identify how I am different to my friends 	I can understand that changes happen as we grow and this is ok <ul style="list-style-type: none"> I know how my body has changed since I was a baby I can understand that growing 	<ul style="list-style-type: none"> I can recognise feeling proud I can talk about someone who makes me proud

<i>friend feelings</i> <i>unwell safe</i> <i>manners clean</i> <i>calm problem</i> <i>help unique</i> <i>special</i> <i>different</i> <i>similar change</i> <i>proud</i>	<ul style="list-style-type: none"> • I understand what medicine is and how to use it safely 	<ul style="list-style-type: none"> • I can explain the term kindness (3a) • I know the rules for keeping safe online (4c & 7c) • I understand the PRAISE aims. 		<p>up is natural and everyone grows at different rates</p> <ul style="list-style-type: none"> • I can identify the parts of the body that make boys different to girls and use the correct names for these • I can respect my body and know which parts are private • I can tell you about changes that have happened in my life and know some ways to cope with changes 	
PSHE	HEALTH	STAYING SAFE	RELATIONSHIPS	RELATIONSHIPS AND SEX	ASPIRATIONS
Whole-school Topics	Wellbeing	Communication (Anti-Bullying) (Online Safety)	Diversity	Creativity (RSE)	Aspirations
KS1 Year 2 <i>Key Vocabulary:</i> <i>feelings</i> <i>friendships</i> <i>health</i> <i>wellbeing</i> <i>clean problem</i> <i>help unique</i> <i>special</i> <i>different</i> <i>similar change</i> <i>proud</i>	<ul style="list-style-type: none"> • I can explain what keeps me healthy (8a, 8b & 9a) • I can explain the importance of sleep for good health (11d) • I can make simple choices about my health and wellbeing (6i, 8b & 9a) 	<ul style="list-style-type: none"> • I can explain what bullying is (6h) • I understand that bullying takes many forms (3f) • I know who and how to ask for help (5g & 5h) • I can explain the term respect (3b) • I can say why friendships are important (2a) • I have ways of working through problems with friends (2d) 	<ul style="list-style-type: none"> • I can explain why families are important (1a) • I recognise that other families may look different to mine (1c & 1d) • I can begin to understand what a stereotype is (3g) 	<ul style="list-style-type: none"> • I can recognise cycles of life in nature • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can recognise the physical difference between boys and girls and the correct names for parts of the body and appreciate that some parts of my body are private • I can tell you what I like/don't like about being a girl or a boy • I can understand there are different types of touch and 	<ul style="list-style-type: none"> • I can recognise my successes and achievements • I can talk about my hopes and worries for the future

				<p>tell you which ones I like and don't like</p> <ul style="list-style-type: none"> • I can say what I like and don't like and be confident to say so 	
PSHE	HEALTH	STAYING SAFE	RELATIONSHIPS	RELATIONSHIPS AND SEX	ASPIRATIONS
Whole-school Topics	Wellbeing	Communication (Anti-Bullying) (Online Safety)	Diversity	Creativity (RSE)	Aspirations
<p>LWKS2 Year 3</p> <p><i>Key Vocabulary: virus sun damage diet health wellbeing boundaries help advice different similar change proud peers stereotypical</i></p>	<ul style="list-style-type: none"> • I know how to reduce the risk of sun damage (11c) • I can recognise the signs of physical illness (11b) • I can explain the difference between a bacteria and a virus and can say how they are spread and treated (11a) • I can explain what constitutes a healthy diet (9a) (Eatwell plate) • I understand the importance of valuing myself and others 	<ul style="list-style-type: none"> • I understand that bullying takes many forms and has a negative impact on mental wellbeing (3f, 6h and 6i) • I can explain the term 'personal boundaries' (5c) • I know the rules for keeping safe online (4c & 7c) • I know where to go for advice to help for myself or others (5g & 5h) • I understand why school rules are important (link to PRAISE aims) • I have strategies for dealing with friendship conflicts 	<ul style="list-style-type: none"> • I can explain what is meant by the term 'marriage' (1e) • I can describe the characteristics of a healthy family life (1b) • I can recognise if family relationships are making me feel unhappy or unsafe (1f) • I understand the importance of permission-seeking and giving in relationships with friends, peers and adults (3h) • I can explain family roles and responsibilities 	<ul style="list-style-type: none"> • I can understand how babies grow and develop and what a baby needs to grow. • I can identify the external changes in our bodies at puberty • I can identify the internal changes in our bodies at puberty I can recognise stereotypical ideas about family life 	<ul style="list-style-type: none"> • I can talk about careers and job hopes for the future
<p>LWKS2 Year 4</p> <p><i>Key Vocabulary: mental health lifestyle diet health wellbeing dental boundaries advice peers stereotypical consent</i></p>	<ul style="list-style-type: none"> • I can explain what is meant by the term 'mental health' (6a, 6i & 6j) • I have strategies to look after my mental health (6e, 6f, 6i & 6j) • I can explain the mental and physical benefits of leading an active lifestyle (8a & 8b) • I can explain the risks associated with leading an inactive lifestyle (8c & 8d) • I can explain what is meant by 'dental health' and can give examples of ways to look after my dental health (11e) 	<ul style="list-style-type: none"> • I understand that bullying takes many forms and has a negative impact on mental wellbeing (3f, 6h and 6i) • I can explain what is meant by 'respectful behaviour' online (4b & 7c) • I know the rules for keeping safe online (4c & 7c) • I can explain why we have age restrictions (7d) • I understand that people sometimes behave differently online (4a, 4d, 5f & 7f) • I know where to go for advice to help myself or others (5g & 	<ul style="list-style-type: none"> • I can describe the characteristics of a healthy friendship (2b & 2e) • I understand the importance of permission-seeking and giving in relationships with friends, peers and adults (3h) • I understand healthy friendships are positive and do not make others feel lonely or excluded (2c) • I have strategies to deal with friendship ups and downs (2d & 2e) • I understand that boundaries are normal part of relationships (5a) • I understand the terms isolation and loneliness (6g) 	<ul style="list-style-type: none"> • I can label parts of the internal and external parts of male and female bodies that are necessary for making a baby. • I can understand that having a baby is a personal choice • I can describe how a girl's body changes, in order for her to be able to have a baby when she is older. • I can talk about physical and emotional changes that they will experience during puberty. • I can identify changes that 	<ul style="list-style-type: none"> • I can describe my hopes and dreams for the future (not just career based)

		<p>5h)</p> <ul style="list-style-type: none"> • I understand the difference between rewards and consequences 	<ul style="list-style-type: none"> • I can explain what tolerance means 	<p>have been and may continue to be outside of my control that I learn to accept.</p> <ul style="list-style-type: none"> • I can express my fears and concerns that are outside of my control and know how to manage these feelings positively. 	
<p>UPKS2 Year 5</p> <p><i>Key Vocabulary: mental health lifestyle diet health wellbeing online safety boundaries advice peers stereotypical consent racism</i></p>	<ul style="list-style-type: none"> • I can respond appropriately in an emergency and can do basic first aid (12a & b) • I can explain the differences between allergies, immunisation and vaccination (11f) • I can plan and prepare a range of healthy meals (9b) • I can explain the risks associated with unhealthy eating (9c) 	<ul style="list-style-type: none"> • I understand that bullying takes many forms and has a negative impact on mental wellbeing (3f, 6h and 6i) • I can explain the concept of privacy (5b) • I understand that the internet can have both a positive and negative impact on my mental and physical wellbeing (7a, 7b, 7e & 7f) • I know the rules for keeping safe online (4c & 7c) • I know how to respond safely and appropriately to adults I may encounter (5d, 5e & 5f) • I know where to go for advice to help myself or others (5g & 5h) 	<ul style="list-style-type: none"> • I can describe what a respectful relationship looks like (3d) • I have strategies to improve or support respectful relationships (3c) • I understand the importance of respecting others even when they are different from me (3d) • I understand the importance of self-respect (3e) • I can explain what racism is 	<ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I know how to develop my own self-esteem • I can describe how boys' and girls' bodies change during puberty • I understand the importance of looking after myself physically and emotionally • I can express how I feel about the changes that will happen to me during puberty • I can understand that sexual intercourse can lead to conception and that is how babies are usually made • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) 	<ul style="list-style-type: none"> • I can explain my dream job and why
<p>UPKS2 Year 6</p> <p><i>Key Vocabulary: legal illegal mental health lifestyle diet health wellbeing</i></p>	<ul style="list-style-type: none"> • I understand the difference between harmful legal and illegal substances and can explain the associated risks (10a) • I can explain what constitutes a healthy diet (9a) (understanding calories and other nutritional content) • I can recognise when I am 	<ul style="list-style-type: none"> • I understand that bullying takes many forms and has a negative impact on mental wellbeing (3f, 6h and 6i) • I know the rules for keeping safe online (4c & 7c) • I know how to be a discerning consumer of information online (7g) • I can explain how information 	<ul style="list-style-type: none"> • I understand that in school and wider society I should expect to be treated with respect and in turn show respect to others (3b) • I understand the importance of respecting others even when they are different from me (3d) • I can explain what a stereotype is the impact a stereotype may have (3g) 	<ul style="list-style-type: none"> • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after ourselves physically and emotionally • I am aware of our own self-image and body image and becoming aware of the pressures to conform to 	<ul style="list-style-type: none"> • I can express my hopes and aspirations for the future (transition focus)

<i>boundaries</i> <i>respect advice</i> <i>peers</i> <i>stereotypical</i> <i>body image</i>	<i>feeling stressed</i> <ul style="list-style-type: none"> • I have strategies to cope with feelings of stress 	and data is shared and used online (4e) <ul style="list-style-type: none"> • I know where to go for advice to help myself or others (5g & 5h) 	<ul style="list-style-type: none"> • I am aware of different disabilities and can show understanding 	gender and body stereotypes <ul style="list-style-type: none"> • I can consider the qualities that are important for relationships • I am aware of the influence of the media when forming views on sex and relationships • I can describe how a baby develops from conception through the nine months of pregnancy, and how babies are born • I can consider when an adult may be ready for parenthood 	
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Impact:
 We assess the impact of our curriculum by checking that our children can use and apply the skills from our PSHE curriculum. Explain your learning is one of the school's PRAISE aims and this skill ensures children can confidently articulate what they know and have learned. Teachers and leaders monitor the impact of the curriculum through:

- Key questioning
- Observations within lessons
- Outcomes from tasks/topics
- Pupil voice – Explain their learning and understanding
- Learning walks
- Curriculum Team reviews
- Subject monitoring
- Book scrutiny
- Feedback from peer buddies