

**PSHCE Coverage**

**Relationships Education**

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|  | **What Pupils Need to Know** | **Year Groups** | | | | | | **How** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Families and People Who Care for Me** | * That families are important for children growing up because they can give love, security and stability. |  |  |  |  |  |  | * Circle time * PSHCE lessons * RE lessons * Assemblies * Social stories * Shared texts * Incidental discussions that run throughout the curriculum (i.e. when issues occur) * Exploring empathy and different families through class texts * Yasmin and Tom resources |
| * The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. |  |  |  |  |  |  |
| * That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care |  |  |  |  |  |  |
| * That stable caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. |  |  |  |  |  |  |
| * That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life-long. |  |  |  |  |  |  |
| * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |  |  |  |  |  |  |
| **Caring Friendships** | * How important friendships are in making us feel happy and secure, and how people choose and make friends. |  |  |  |  |  |  | * Circle time * PSHCE lessons * Class discussions * Assemblies * Incidental discussions as and when (i.e. when issues occur) * Yasmin and Tom resources * Through shared reading –discussing relationships between characters. * Transition Days – moving to different year groups and making new friends * Discussions linked to class texts – how to make others feel welcome, loved, included etc * Teamwork in lessons |
| * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. |  |  |  |  |  |  |
| * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. |  |  |  |  |  |  |
| * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. |  |  |  |  |  |  |
| * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |  |  |  |  |  |  |
| **Respectful Relationships** | * The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. |  |  |  |  |  |  | * PSHE lessons * Circle time * RE lessons * Assemblies * Incidental discussions as and when issues occur * Class discussions surrounding conflict resolution from playground conflict, or examples of conflict to help the children understand how to approach this respectfully and sensibly * School trips/visitors/representing the school in sports – discussions beforehand about respect and manners and representing our school positively * Class texts challenge stereotypes. * Anti-bullying week discussions, work and assembly * Using manners throughout the day and how to use these correctly in the classroom and around school. * Internet safety units * Discussions surrounding inequality of minority groups and hierarchy -especially in history lessons |
| * Practical steps they can take in a range of different contexts to improve or support respectful relationships. |  |  |  |  |  |  |
| * The conventions of courtesy and manners. |  |  |  |  |  |  |
| * The importance of self-respect and how this links to their own happiness. |  |  |  |  |  |  |
| * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. |  |  |  |  |  |  |
| * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. |  |  |  |  |  |  |
| * What a stereotype is, and how stereotypes can be unfair, negative or destructive. |  |  |  |  |  |  |
| * The importance of permission-seeking and giving in relationships with friends, peers and adults. |  |  |  |  |  |  |
| **Online Relationships** | * That people sometimes behave differently online, including by pretending to be someone they are not. |  |  |  |  |  |  | * Computing lessons – online safety discussed continually * Purple Mash online safety units * Safer internet day * Incidental discussions as and when (i.e. when issues occur) * When national issues related to specific websites arise, these are discussed with the children and displayed on the website/information sent to parents |
| * That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. |  |  |  |  |  |  |
| * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. |  |  |  |  |  |  |
| * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. |  |  |  |  |  |  |
| * How information and data is shared and used online. |  |  |  |  |  |  |
| **Being Safe** | * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). |  |  |  |  |  |  | * NSPCC – Pants Campaign   <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>   * Incidental discussions * ICT lessons and online safety talks * Circle times * Preparation for visits and trips when discussing strangers and the general public * Circle time * Assemblies * PSHCE lessons * Yasmin and Tom resources * Conflict resolution discussions * Safe classroom environments where children where children have the relationship with staff members to share any worries, anxieties or concerns |
| * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. |  |  |  |  |  |  |
| * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. |  |  |  |  |  |  |
| * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. |  |  |  |  |  |  |
| * How to recognise and report feelings of being unsafe or feeling bad about any adult. |  |  |  |  |  |  |
| * How to ask for advice or help for themselves or others, and to keep trying until they are heard. |  |  |  |  |  |  |
| * How to report concerns or abuse, and the vocabulary and confidence needed to do so. |  |  |  |  |  |  |
| * Where to get advice e.g. family, school and/or other sources. |  |  |  |  |  |  |

**Physical Health and Mental Wellbeing**

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|  | **What Pupils Need to Know** | **Year Groups** | | | | | | **How** |
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| **Mental Wellbeing** | * That mental wellbeing is a normal part of daily life, in the same way as physical health. |  |  |  |  |  |  | * PE, use of Go Noodle for exercise blasts and understanding the impact of fitness on mental health (i.e using dance to help us feel good) * Mindfulness activities * Circle time/class discussions * Assemblies * Social stories about dealing with emotions and * English Lessons/Word Mats/Displays to develop vocabulary around discussing feelings and emotions eg. synonyms for sad – miserable, heartbroken, upset * Structured Conversations – understanding that it’s okay to be cross and they can channel that negative feeling * Incidental discussions that run throughout the curriculum (i.e. when issues occur) * We discuss loneliness in terms of falling out and leaving people out of games/friendship groups * ICT lessons * Parenting groups * Watching news round daily which has a big focus on mental health * Reading lessons – discussing how characters may be feeling and why they are feeling this way, and comparing this to how we have felt in the past * Conflict resolve following any conflicts the children may be experiencing |
| * 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. |  |  |  |  |  |  |
| * 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. |  |  |  |  |  |  |
| * How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. |  |  |  |  |  |  |
| * The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. |  |  |  |  |  |  |
| * Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. |  |  |  |  |  |  |
| * Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. |  |  |  |  |  |  |
| * That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. |  |  |  |  |  |  |
| * 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). |  |  |  |  |  |  |
| * 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. |  |  |  |  |  |  |
| Internet Safety | * That for most people the internet is an integral part of life and has many benefits. |  |  |  |  |  |  | * Computing lessons – online safety * Safer internet day * Incidental discussions as and when (i.e when issues occur) * When national issues related to specific websites arise, these are discussed with the children and displayed on the website |
| * 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. |  |  |  |  |  |  |
| * 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. |  |  |  |  |  |  |
| * Why social media, some computer games and online gaming, for example, are age restricted |  |  |  |  |  |  |
| * 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. |  |  |  |  |  |  |
| * How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. |  |  |  |  |  |  |
| * Where and how to report concerns and get support with issues online. |  |  |  |  |  |  |
| Physical Health and Fitness | * The characteristics and mental and physical benefits of an active lifestyle. |  |  |  |  |  |  | * PE Lessons * Science lessons * After school clubs * Assemblies * Guest speakers |
| * 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. |  |  |  |  |  |  |
| * The risks associated with an inactive lifestyle (including obesity). |  |  |  |  |  |  |
| * How and when to seek support including which adults to speak to in school if they are worried about their health. |  |  |  |  |  |  |
| Healthy Eating | * What constitutes a healthy diet (including understanding calories and other nutritional content). |  |  |  |  |  |  | * Science Lessons * DT lessons * Assemblies |
| * The principles of planning and preparing a range of healthy meals. |  |  |  |  |  |  |
| * 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). |  |  |  |  |  |  |
| Drugs, Alcohol and Tobacco | * The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |  |  |  |  |  |  | * PSHCE lessons |
| Health and Prevention | * How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. |  |  |  |  |  |  | * Incidental discussions e.g.. we always discuss teeth/dentist when their teeth start to fall out * Science lessons * Assemblies * Circle time |
| * About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. |  |  |  |  |  |  |
| * The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. |  |  |  |  |  |  |
| * About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. |  |  |  |  |  |  |
| * About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. |  |  |  |  |  |  |
| * The facts and science relating to allergies, immunisation and vaccination. |  |  |  |  |  |  |
| Basic First Aid | * How to make a clear and efficient call to emergency services if necessary. |  |  |  |  |  |  | * PSHCE lessons |
| * Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |  |  |  |  |  |  |
| Changing Adolescent Body | * Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. |  |  |  |  |  |  | * PSHCE lessons * Yasmin and Tom resources |
| * About menstrual wellbeing including the key facts about the menstrual cycle. |  |  |  |  |  |  |