

Enjoy Believe Achieve

PSHE & Relationships Education


At Normanby Primary School, we endeavour to provide children with the fundamental understanding of how to be healthy, along with opportunities to develop the skills needed to be a good citizen who is proud to be part of a respectful and multicultural community that extends into the wider world.

At Normanby Primary School, we strive to embed acceptance and tolerance throughout our curriculum, but especially within PSHE & Relationships Education where our teaching focuses on building healthy and respectful relationships with family and friends, including in the online world. Throughout school, our teaching will be under eight themes: Relationships, My body and My Health, Life Cycles, Keeping Safe and Looking After Myself, People Who Help Me, Feelings & Attitudes, Mental Well-being and Living in our World.

	Foundation Stage	
	FS1/Nursery	FS2/Reception
Relationships	Playing together and sharing with others Relationships with unfamiliar people	People in my family Feeling happy
My body and My health	Brushing teeth Washing hands Using the toilet	Differences between boys and girls Being healthy Keeping safe
Life Cycles	Living and non-living	Differences and similarities between children
Keeping safe and looking after myself	Follow routines and rules Consent: knowing that I have a voice	Consent: knowing that I have a voice
People who help me	Who can I ask for help?	Knowing who I can ask questions or share my worries with
Feelings & Attitudes	Being confident	Being independent
Mental well-being	How am I feeling?	Knowing how I feel and why
Living in Our World	Being part of a community in Nursery	My responsibilities Being part of Normanby Primary School
Early Learning Goals:		
ELG: Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 	

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	<ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
ELG: Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
ELG: Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

	KS1		KS2			
Our Learning Journey	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Friendships and feelings	Changing relationships and the importance of friends and family	Characteristics of a good friendship and why friendships change	Friendship issues and the characteristics of a healthy family life	Love and how it can be demonstrated Protected characteristics and relationship boundaries	Relationships changes in adolescence Protected characteristics and acceptable behaviour

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My body and My health	Names for different body parts Keeping healthy Calling for help in an emergency	Changing bodies Components of a healthy lifestyle Diseases and the dangers of medications	Different growth rates Benefits of an active lifestyle and sleep Prescription and non-prescription medication	Differences between the growth rates of girls and boys Celebrating people's differences Balanced diet	Puberty and the changes it brings Good/bad drugs, immunisation and vaccination Nutritional content in food	Puberty and how hormones can affect us differently Signs of illness and basic first aid
Life Cycles	Changes from babyhood to childhood	Where do animal babies come from? Identify bodily changes from babyhood to childhood	How animal babies are looked after from birth Different ways of having babies in different species of animals	Animal reproduction Think about what happens when people get older	The basic needs of a new baby and how they develop	The elements of reproduction
Keeping safe and looking after myself	Know which people can help me with worries Food hygiene	Identify private body parts and know rules about keeping them safe	Looking after growing bodies Dealing with uncomfortable situations Road safety, online safety and personal responsibility	Good/bad secrets Managing own risks	Looking after my body in puberty The difference between risk, hazard and danger Peer pressure and how to deal with it	Choices and consequences What is a balanced lifestyle? Drugs/alcohol and how they affect decision making
People who help me	Knowing who I can ask questions or share my worries with	Knowing who I can ask question or share my worries with	Knowing who I can talk to if I feel anxious or unhappy What does trust mean?	Knowing where I can find information about growing up	Knowing who I can talk to for help and advice, including if I'm worried about somebody's mental health. What does trustworthy mean?	Knowing who I can talk to for help and advice, including if I'm worried about somebody's mental health Can I trust somebody with everything?
Feelings & Attitudes	Knowing how I can show I'm a good person	Knowing what makes me feel good and bad Good and bad changes and why some changes can worry us	Reading other's emotions What is respect?	Identifying changing feelings Understanding stereotypes	Understanding the feelings that come with puberty	What is meant by protected characteristics? Discrimination and the law

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					How do different cultures view growing up? Media portrayal of bodies and relationships	
Mental well-being	Ways to keep minds and bodies healthy Different emotions	Different emotions and why that is important	How emotions affect behaviour	Mental well-being as an important part of daily life How exercise can positively affect mental health	The importance of talking about our emotions Isolation and loneliness	Understand that mental health problems are common and know some coping strategies Become secondary ready
Living in Our World	Knowing what harms our local area	Money – spending, saving and keeping it safe	The richness of diversity Democracy	Earnings and the importance of money Community and the importance of charity	Interest, debt, loan and tax Not all countries are democracies. Why?	Reasons for borrowing money False reality and what is portrayed in the media The reasons for rules and laws and how we can take part in changes to them

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National Curriculum for Relationships Education

By the end of Primary School pupils should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
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- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.

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- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

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

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.