

Personal Social Health
Economics (PSHE)
and
Relationships and Sex
Education (RSE)

Evenwood C of E Primary

Objectives

We want to:

- > Explain the changes to requirements for RSE coming in from September 2020
- > Explain how we have updated our PSHE curriculum to cover the new statutory elements of RSE

What's New?

- We **must** provide the following to all pupils:
 - Relationships education
 - Health education
- The DfE have made it clear that schools should **not** just 'teach to the guidance', but see it as the basic requirement which forms part of broader PSHE education.
- The statutory guidance outlines what schools **must** cover - though not everything that schools **should** cover - in PSHE from 2020. The Department for Education (DfE) says: '*All elements of PSHE are important and the government continues to recommend PSHE be taught in schools*'.

Autumn	Spring	Summer
<p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; Have a positive sense of self and show resilience and perseverance in the face of challenge; Pay attention to their teacher and follow multi-step instructions <p>Managing Self</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing and going to the toilet; Understand the importance of healthy food choices; Explain the reasons for rules and know right from wrong. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments and friendships; Show sensitivities to others' needs. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; Have a positive sense of self and show resilience and perseverance in the face of challenge; Pay attention to their teacher and follow multi-step instructions <p>Managing Self</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing and going to the toilet; Understand the importance of healthy food choices; Explain the reasons for rules and know right from wrong. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments and friendships; Show sensitivities to others' needs. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; Have a positive sense of self and show resilience and perseverance in the face of challenge; Pay attention to their teacher and follow multi-step instructions <p>Managing Self</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing and going to the toilet; Understand the importance of healthy food choices; Explain the reasons for rules and know right from wrong. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments and friendships; Show sensitivities to others' needs.

Year One and Two RSHE Long Term Plan

Cycle A

Autumn	Spring	Summer
<p>Relationships - What is the same and different about us?</p> <p>Ourselves and others; similarities and differences; individuality; our bodies - <u>PoS</u> refs: H21, H22, H23, H25, R13, R23, L6, L14</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common 	<p>Health and wellbeing - What helps us stay healthy?</p> <p>Being healthy; hygiene; medicines; people who help us with health - <u>PoS</u> refs: H1, H5, H6, H7, H10, H39</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	<p>Living in the wider world - What can we do with money?</p> <p>Money; making choices; needs and wants - <u>PoS</u> refs: L10, L11, L12, L13</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this
<p>Relationships - Who is special to us?</p> <p>Ourselves and others; people who care for us; groups we belong to; families - <u>PoS</u> refs: L4, R1, R2, R3, R4, R5</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features - what is the same and different about them • about different features of family life, including what families do/enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<p>Health and wellbeing - Who helps to keep us safe?</p> <p>Keeping safe; people who help us - <u>PoS</u> refs: H33, H35, H36, R15, R20, L5</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>Living in the wider world - How can we look after each other and the world?</p> <p>Ourselves and others; the world around us; caring for others; growing and Changing - <u>PoS</u> refs: H26, H27, R21, R22, R24, R25, L2, L3</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group

Year One and Two RSHE Long Term Plan

Cycle B

Autumn	Spring	Summer
<p>Relationships - What makes a good friend?</p> <p>Friendship; feeling lonely; managing arguments - PoS refs: R6, R7, R8, R9, R25.</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendship • show to ask for help if a friendship is making them unhappy 	<p>Health and wellbeing - What can helps us grow and stay healthy?</p> <p>Being healthy: eating, drinking, playing and sleeping - PoS refs: H1, H2, H3, H4, H8, H9</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p>Health and wellbeing - What helps us stay safe?</p> <p>Keeping safe; recognising risk; rules - PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Autumn	Spring	Summer
<p>Relationships - What is bullying?</p> <p>Behaviour; bullying; words and actions; respect for others - PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>Health and wellbeing - How do we recognise our feelings?</p> <p>Feelings; mood; times of change; loss and bereavement; growing up - PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<p>Living in the wider world - What jobs do people do?</p> <p>People and jobs; money; role of the Internet - PoS refs: L15, L16, L17, L7, L8</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life

Year Three and Four RSHE Long Term Plan Cycle A

Autumn	Spring	Summer
<p>Relationships - How can we be a good friend?</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments - <u>PoS</u> refs: R10, R11, R13, R14, R17, R18</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • <u>how</u> to recognise if others are feeling lonely and excluded and strategies to include them • <u>how</u> to build good friendships, including identifying qualities that contribute to positive friendships • <u>that</u> friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • <u>how</u> to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p>Health and wellbeing - Why should we eat well and look after our teeth?</p> <p>Being healthy: eating well, dental care - <u>PoS</u> refs: H1, H2, H3, H4, H5, H6, H11, H14</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> to eat a healthy diet and the benefits of nutritionally rich Foods • <u>how</u> to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • <u>how</u> not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • <u>how</u> people make choices about what to eat and drink, including who or what influences these • <u>how</u>, when and where to ask for advice and help about healthy eating and dental care 	<p>Health and wellbeing - What keeps us safe?</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products - <u>PoS</u> refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • <u>how</u> to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • <u>that</u> their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • <u>how</u> to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • <u>how</u> everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • <u>how</u> to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • <u>what</u> to do in an emergency, including calling for help and speaking to the emergency services
<p>Relationships - What are families like?</p> <p>Families; family life; caring for each other - <u>PoS</u> refs: R5, R6, R7, R8, R9</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • <u>how</u> common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • <u>how</u> people within families should care for each other and the different ways they demonstrate this • <u>how</u> to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>Health and wellbeing - Why should we keep active and sleep well?</p> <p>Being healthy: keeping active, taking rest - <u>PoS</u> refs: H1, H2, H3, H4, H7, H8, H13, H14</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> regular physical activity benefits bodies and feelings • <u>how</u> to be active on a daily and weekly basis - how to balance time online with other activities • <u>how</u> to make choices about physical activity, including what and who influences decisions • <u>how</u> the lack of physical activity can affect health and wellbeing • <u>how</u> lack of sleep can affect the body and mood and simple routines that support good quality sleep • <u>how</u> to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	<p>Living in the wider world - What makes a community?</p> <p>Community; belonging to groups; similarities and differences; respect for others - <u>PoS</u> refs: R32, R33, L6, L7, L8</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • <u>what</u> is meant by a diverse community; how different groups make up the wider/local community around the school • <u>how</u> the community helps everyone to feel included and values the different contributions that people make • <u>how</u> to be respectful towards people who may live differently to them

Year Three and Four RSHE Long Term Plan Cycle B

Autumn	Spring	Summer
<p>Relationships - How do we treat each other with respect?</p> <p>Respect for self and others; courteous behaviour; safety; human rights - PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> how people's behaviour affects themselves and others, including online how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* the rights that children have and why it is important to protect these* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns 	<p>Health and wellbeing - How will we grow and change?</p> <p>Growing and changing; Puberty - PoS refs: H31, H32, H34</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> about puberty and how bodies change during puberty how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty 	<p>Health and wellbeing - How can we manage risk in different places?</p> <p>Keeping safe; out and about; recognising and managing risk - PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> how to recognise, predict, assess and manage risk in different situations how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence how people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online how to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
<p>Autumn</p> <p>Health and wellbeing - What strengths, skills and interests do we have?</p> <p>Self-esteem: self-worth; personal qualities; goal setting; managing setbacks - PoS refs: H27, H28, H29, L25</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<p>Spring</p> <p>Health and wellbeing - How can we manage our feelings?</p> <p>Feelings and emotions; expression of feelings; behavior - PoS refs: H17, H18, H19, H20, H23</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings 	<p>Summer</p> <p>Living in the wider world - How can our choices make a difference to others and the environment?</p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions - PoS refs: L4, L5, L19, R34</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way

Year Five and Six RSHE Long Term Plan

Cycle A

Autumn	Spring	Summer
<p>Health and wellbeing - What makes up our identity?</p> <p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes - <u>PoS</u> refs: H25, H26, H27, R32, L9</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> <u>how</u> to recognise and respect similarities and differences between people and what they have in common with others <u>that</u> there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) <u>how</u> individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) <u>about</u> stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others <u>how</u> to challenge stereotypes and assumptions about others 	<p>Health and wellbeing - How can we help in an accident or emergency?</p> <p>Basic first aid, accidents, dealing with emergencies - <u>PoS</u> refs: H43, H44</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> <u>how</u> to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions <u>that</u> if someone has experienced a head injury, they should not be moved <u>when</u> it is appropriate to use first aid and the importance of seeking adult help <u>the</u> importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	<p>Health and wellbeing - How can drugs common to everyday life affect health?</p> <p>Drugs, alcohol and tobacco; healthy habits - <u>PoS</u> refs: H1, H3, H4, H46, H47, H48, H50</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> <u>how</u> drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing <u>that</u> some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal <u>how</u> laws surrounding the use of drugs exist to protect them and others <u>why</u> people choose to use or not use different drugs <u>how</u> people can prevent or reduce the risks associated with them <u>that</u> for some people, drug use can become a habit which is difficult to break <u>how</u> organisations help people to stop smoking and the support available to help people if they have concerns about any drug use <u>how</u> to ask for help from a trusted adult if they have any worries or concerns about drugs
<p>Living in the wider world - What decisions can people make with money?</p> <p>Money; making decisions; spending and saving - <u>PoS</u> refs: R34, L17, L18, L20, L21, L22, L24</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> <u>how</u> people make decisions about spending and saving money and what influences them <u>how</u> to keep track of money so people know how much they have to spend or save <u>how</u> people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) <u>how</u> to recognise what makes something 'value for money' and what this means to them <u>that</u> there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	<p>Relationships - How can friends communicate Safely?</p> <p>Friendships; relationships; becoming independent; online safety - <u>PoS</u> refs: R1, R18, R24, R26, R29, L11, L15</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> <u>about</u> the different types of relationships people have in their lives <u>how</u> friends and family communicate together; how the internet and social media can be used positively <u>how</u> knowing someone online differs from knowing someone face-to-face <u>how</u> to recognise risk in relation to friendships and keeping safe <u>about</u> the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family <u>how</u> to respond if a friendship is making them feel worried, unsafe or uncomfortable <u>how</u> to ask for help or advice and respond to pressure, <u>inappropriate</u> contact or concerns about personal safety 	<p>Living in the wider world - What jobs would we like?</p> <p>Careers; aspirations; role models; the future - <u>PoS</u> refs: L26, L27, L28, L29, L30, L31, L32</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> <u>that</u> there is a broad range of different jobs and people often have more than one during their careers and over their lifetime <u>that</u> some jobs are paid more than others and some may be voluntary (unpaid) <u>about</u> the skills, attributes, qualifications and training needed for different jobs <u>that</u> there are different ways into jobs and careers, including college, apprenticeships and university <u>how</u> people choose a career/job and what influences their decision, including skills, interests and pay <u>how</u> to question and challenge stereotypes about the types of jobs people can do <u>how</u> they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

Cycle B

Autumn	Spring	Summer
<p>Relationships - What will change as we become more independent?</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school - <u>PoS</u> refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> growing up and becoming more independent comes with increased opportunities and responsibilities • <u>that</u> there are ways to prevent a baby being made² • <u>about</u> the reproductive organs and process - how babies are conceived and born and how they need to be cared for • <u>how</u> puberty relates to growing from childhood to adulthood • <u>that</u> marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime 	<p>Health and wellbeing - How can we keep healthy as we grow?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility - <u>PoS</u> refs: H1, H2, H3, H4, H5, H6, H7,H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> mental and physical health are linked • <u>how</u> positive friendships and being involved in activities such as clubs and community groups support wellbeing • <u>how</u> to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • <u>that</u> habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one 	<p>Living the wider world - How can the media influence people?</p> <p>Media literacy and digital resilience; influences and decision-making; online safety - <u>PoS</u> refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions • <u>that</u> not everything should be shared online or social media and that there are rules about this, including the distribution of images • <u>that</u> mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • <u>how</u> text and images can be manipulated or invented; strategies to recognise this • <u>to</u> evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • <u>to</u> recognise unsafe or suspicious content online and what to do about it

Autumn	Spring	Summer
<p>Relationships - How do friendships change as we grow?</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school - <u>PoS</u> refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing • <u>how</u> friendships may change as they grow and how to manage this • <u>that</u> people have different kinds of relationships in their lives, including romantic or intimate relationships • <u>that</u> people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • <u>that</u> adults can choose to be part of a committed relationship or not, including marriage or civil partnership 	<p>Health and wellbeing - How can we keep healthy as we grow?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility - <u>PoS</u> refs: H1, H2, H3, H4, H5, H6, H7,H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • <u>how</u> to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • <u>that</u> health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • <u>that</u> anyone can experience mental ill-health and to discuss concerns with a trusted adult • <u>that</u> mental health difficulties can usually be resolved or <u>managed</u> with the right strategies and support • <u>that</u> FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else 	<p>Living the wider world - How can the media influence people?</p> <p>Media literacy and digital resilience; influences and decision-making; online safety - <u>PoS</u> refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p> <p>In this unit, pupils will learn...</p> <ul style="list-style-type: none"> • <u>how</u> information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • <u>how</u> to make decisions about the content they view online or in the media and know if it is appropriate for their age range • <u>how</u> to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • <u>to</u> recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • <u>to</u> discuss and debate what influences people's decisions, taking into consideration different viewpoints

What about Sex Education?

- These new statutory requirements do not extend to **sex education** at KS 1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science)
- However, the Department for Education *'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'*
- Parents will continue to have the right to withdraw their child from sex education but **not** from statutory Relationships Education or Health Education.

Right of withdrawal

Current Guidelines

- Under the current SRE guidance, until September 2020, parents can choose to withdraw their child (up to the age of 18) from any or all aspects of Sex and Relationships Education that are not included within the statutory National Curriculum.
- This means that parents are not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum.
- Schools must make alternative arrangements for pupils whose parents choose to withdraw them from SRE lessons

Starting September 2020

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from **any or all aspects of Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

For more information:

Gov.uk -

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Gov.uk (Guide for parents) –

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>