



Trinity and St. Michael's

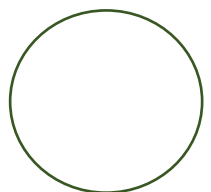
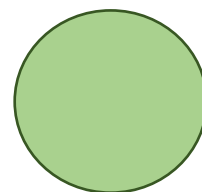
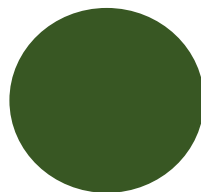
PSRHE Policy

I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.
Psalm 32 Verse 8

Do everything in



1 Corinthians 16:13-14



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1 - Intent

At Trinity and St. Michael's, we deliver an ambitious, high-quality PSRHE education that inspires pupils' curiosity about the past. PSRHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their senses of self-worth by playing a positive role in contributing to school life and the wider community.

2 - Implementation

At Trinity and St Michael's we deliver the PSRHE curriculum by utilising first-hand experience and sharing good practice and it is every staff members responsibility to do this by being a role model and having high expectations of Trinity and St Michael's pupils.

The delivered curriculum (scheme of work) reflects the needs of our pupils and is tailored to meet specific needs. We expect teachers to use the PSRHE programme to equip pupils with a sounding understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

The curriculum is split into three core themes of: Health and Wellbeing, Relationships and Living in the Wider World. The children will meet these themes throughout the course of the year and the themes are built upon as the children move through school.

In EYFS and KS1 children use floor books to record their responses to and progress in PSRHE sessions. These books travel with the children as they move to the next year group so they can look back at their learning and the next teacher can see the starting points. In LKS2 and UKS2 the children use learning journals to record their response in a more reflective / personal way.

Through the programme of study the children should have a good balance of these overarching concepts:

- Identity
- Relationships
- A healthy, balance lifestyle
- Identification of risk and safety
- Diversity and equality
- Rights, responsibilities and consent
- Change and resilience
- Power
- Career
- See Appendix 1 for sequence of learning .

At Trinity and St Michael's we believe that PSRHE plays a vital part of a primary school education and needs to be taught weekly. PSRHE plays a crucial role in promoting the values and ethos of the school promoting a **'doing everything in love'** approach to our work and learning. Although, there will also be linked to make cross curricular links and these opportunities should not be missed. This enables staff to ensure full coverage of the PSRHE scheme of work. There are always occasions where staff may feel it necessary to teach PSRHE as a result of an issue which has arisen in their own class.

PSRHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community.

PSRHE is an important part of school assemblies and collective worship were children's spiritual, moral, social and curiosity is stimulated, challenged and nurtured.



3 - Impact

All children understand the importance of PSRHE and the effects it can have on life in school and the wider community, this is evident through termly pupil voice and teacher assessment of PRHE. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSRHE scheme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through PSRHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals.

By the time they leave Trinity and St Michaels PSRHE enables our learners to become healthy, independent and responsible members of society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Health and Wellbeing Year 1 Physical health and Mental wellbeing

H1. about what keeping healthy means;
different ways to keep healthy

H2. about foods that support good health
and the risks of eating too much sugar

H3. about how physical activity helps us to
stay healthy; and ways to be physically
active everyday



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Health and Wellbeing Year 1 Growing and changing

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

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



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Health and Wellbeing Year 1 Keeping Safe

H28. about rules and age restrictions that keep us safe

H34. 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



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Relationships Year 1 Families and Friendships

- R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2.** to identify the people who love and care for them and what they do to help them feel cared for
- R3.** about different types of families including those that may be different to their own
- R4.** to identify common features of family life
- R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Relationships Year 1 Safe relationships

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Relationships Year 1 Respecting ourselves and others

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



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Living in the wider world Year 1 Belonging to a community

- L1.** about what rules are, why they are needed, and why different rules are needed for different situations
- L2.** how people and other living things have different needs; about the responsibilities of caring for them
- L3.** about things they can do to help look after their environment



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Living in the wider world Year 1 Media literacy and Digital resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Living in the wider world Year 1 Money and Work

- L14.** that everyone has different strengths
- L16.** different jobs that people they know or people who work in the community do
- L17.** about some of the strengths and interests someone might need to do different jobs



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Health and Wellbeing Year 2 Physical and Mental wellbeing

H4. about why sleep is important and different ways to rest and relax

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

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. 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



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Health and Wellbeing Year 2 Physical and Mental wellbeing

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Health and Wellbeing Year 2 Growing and changing

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Health and Wellbeing Year 2 Keeping safe

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

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

H27. about preparing to move to a new class/year group



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Relationships Year 2 Families and friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

R24. how to listen to other people and play and work cooperatively



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Relationships Year 2 Safe relationships

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. 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

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. 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



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Relationships Year 2 Respecting ourselves and others

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



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Living in the Wider world Year 2 Belonging to a community

L2. how people and other living things have different needs; about the responsibilities of caring for them

L4. about the different groups they belong to

L5. about the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people



4 - Sticky Knowledge

4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:

Living in the Wider world Year 2 Media literacy and Digital resilience

- L8.** about the role of the internet in everyday life
- L9.** that not all information seen online is true

Living in the Wider world Year 2 Money and work

- L10.** what money is; forms that money comes in; that money comes from different sources
- L11.** that people make different choices about how to save and spend money
- L12.** about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13.** that money needs to be looked after; different ways of doing this
- L15.** that jobs help people to earn money to pay for things



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and wellbeing Year 3 Physical health and Mental wellbeing

- H1.** how to make informed decisions about health
- H2.** about the elements of a balanced, healthy lifestyle
- H3.** about choices that support a healthy lifestyle, and recognise what might influence these
- H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5.** about what good physical health means; how to recognise early signs of physical illness
- H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H17.** to recognise that feelings can change over time and range in intensity
- H18.** about everyday things that affect feelings and the importance of expressing feelings
- H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and wellbeing Year 3 Growing and changing

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and wellbeing Year 3 Keeping safe

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 3 Keeping Families and friendships

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 3 Safe relationships

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 3 Respecting ourselves and others

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 3 Belonging to a community

- L1.** to recognise reasons for rules and laws;
consequences of not adhering to rules and laws
- L2.** to recognise there are human rights, that are
there to protect everyone
- L3.** about the relationship between rights and
responsibilities



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 3 Media literacy and Digital resilience

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 3 Money and Work

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and wellbeing Year 4 Physical health and Mental wellbeing

H2. about the elements of a balanced, healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and wellbeing Year 4 Growing and changing

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and wellbeing Year 4 Keeping safe

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H38. how to predict, assess and manage risk in different situations

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 4 Families and friendships

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 4 Safe relationships

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 4 Respecting ourselves and others

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 4 Belonging to a community

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 4 Media literacy and Digital resilience

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 4 Money and Work

L17. about the different ways to pay for things and the choices people have about this

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and Wellbeing Year 5 Physical health and Mental wellbeing

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and Wellbeing Year 5 Growing and changing

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. about where to get more information, help and advice about growing and changing, especially about puberty



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and Wellbeing Year 5 Keeping safe

H38. how to predict, assess and manage risk in different situations

H43. about what is meant by first aid; basic techniques for dealing with common injuries

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 5 Families and friendships

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R26. about seeking and giving permission (consent) in different situations



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 5 Safe relationships

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 5 Respecting ourselves and others

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 5 Belonging to a community

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 5 Media literacy and Digital resilience

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 5 Money and Work

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and Wellbeing Year 6 Physical health and Mental wellbeing

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and Wellbeing Year 6 Growing and Changing

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and Wellbeing Year 6 Keeping safe

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Health and Wellbeing Year 6 Keeping safe

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 6 Families and friendships

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 6 Families and friendships

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 6 Safe relationships

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Relationships Year 6 Respecting ourselves and others

R30. that personal behaviour can affect other people;
to recognise and model respectful behaviour online

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 6 Belonging to a community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

L21. different ways to keep track of money



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 6 Media literacy and Digital resilience

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

L11. recognise ways in which the internet and social media can be used both positively and negatively

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation



4 - Sticky Knowledge

4.1 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:

Living in the wider world Year 6 Money and Work

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

L24. to identify the ways that money can impact on people's feelings and emotions



5 – Key Vocabulary

Stage 5.1 - Key One

Year R

Family
Friends
Real
Same
Happy
Sad
Rules
Healthy
Unhealthy

Year One

Parents
Different
Private
Polite
Environment
Safety
Work
Hygiene
Special
Restrictions

Year Two

Friendship
Feelings
Resisting
Cooperatively
Factual
Medicine
Life cycle
High voltage
Risk

5.2 - Key Stage Two

Year Three

Same sex parents
Foster
Adoptive parents
Boundaries
Courtesy
Stereotypes
Habits
Hazards

Year Five

Peer
Permission
harassment
Compassion
Biased
Vaccination
Puberty

Year Four

Mutual
Teasing
Gender
Footprint
Budget
E-payment
Substances
Culture
Drug

Year Six

Orientation
Regulation
Bereavement
Financial
Evaluating
Stereotypes
Prejudice
Discrimination



6 – Teaching and Learning

Our Personal, Social, Relationships, Health, Economic and Y6 Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching will normally be carried out in mixed sex groups, though some content will be covered in single sex groups where teachers feel that this might be more supportive e.g. single sex question and additional information sessions relating to puberty etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules are essential when discussing sensitive subject matter and when teaching PSRHE and Y6 SE. Clear ground rules will always be established in partnership with the children. They will be reinforced at the start of each relevant lesson.

As a minimum, ground rules are likely to include the following basic guidelines:

- listen politely to each other
- everyone gets the opportunity to speak at some point in a unit of work if they wish to do so
- everyone has a right not to speak
- everyone's contribution is respected
- we don't ask or have to answer any personal questions
- we use anatomically correct language when we have learnt it

Dealing with sensitive issues and difficult questions Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead. Since PSRHE (with SE Y6) incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at all times.

7 – PSRHE Curriculum

Our RHE curriculum (with additional SE in Y6) is embedded within our PSRHE curriculum. We have adapted the PSHE Association's Thematic Programme of Study in line with our school's specific situation (including taking account of the local ChiMat data.) Our POS will be adapted further, if necessary, so that it fulfils the needs of particular cohorts or situations.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner. It is our wish that the children receive appropriate information in a safe environment and do not seek such information online.



7 – PSRHE Curriculum

The DfE guidance for this statutory curriculum subject states that by the end of primary school pupils should learn about:

Relationship Education, Physical Health and Mental wellbeing and Living in the wider world

Statutory Science Curriculum Content This will run alongside and complement the PSRHE Curriculum (including SE Y6) Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.



8 – Foundation Stage

- We teach PSRHE to all children in the school, including those in the reception class.
- The children work towards Early learning Goals in the Foundation Stage. (See Appendix)
- Foundation Stage sessions are differentiated to engage younger children through a number of different techniques and resources including: Chatter Box (a box containing items to do with that day's session), role play, singing and artefacts.

9 – PSRHE Curriculum Links

Teachers plan discreet lessons but also maximise opportunities for a cross-curricular and creative approach to enhance learning through links to other subjects including art and music.

- **English** –PSRHE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy have religious themes or content, which encourages discussion. We also encourage the children to write letters, accounts, reflections and record information.
- **Art and Computing** – PSRHE Education topics give excellent opportunities for children to approach their learning in a creative and engaging way. Every effort should be made by teachers to ensure children are given opportunities to use both technology and a number of creative mediums to reflect and feedback on what they have learnt in PSRHE.
- **Religious Education (RE)** - PSRHE is entwined in R.E. and our school worship Often the topic and themes in both promotes and celebrates our school vision and values. Other activities such as Enrichment, special activities, visits planned to allow our children to work together such as Bright Lights and School Council.



10 – PSRHE and Inclusion

- We teach PSRHE to all children, whatever their ability and individual needs. PSRHE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our PSRHE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with special gifts and talents, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Inclusion.

- When progress falls significantly outside the expected range or exceeds significantly beyond the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

11 – Resources

RE resources are managed by the subject leader and are stored in the study area.

These include:

- Books in the library
- Worship materials – stories, prayers, music etc.
- Posters
- Multimedia materials

Many resources have also been saved and can be accessed on the school network. These include pictures, photos and presentations.

Teachers are also encouraged to both make their own resources, pertinent to the topics they are teaching, and to look online for relevant resources.



12 – Monitoring, Evaluation and Review

The coordination and planning of the PSRHE curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching and monitors and keeps informed about current developments in PSRHE.

The PSRHE subject leader will monitor the effectiveness of the PSRHE curriculum by:

- Reviewing PSRHE curriculum to ensure progression and coverage.
- Regularly monitoring a sample of exercise books, Nearpod work & Blippit work
- Collating and updating an annotated and levelled school portfolio of RE work.
- Delivering training and support.
- Identifying and ordering resources.

This policy will be **reviewed every three years**.

13 – Parental Rights of Withdrawal from Religious Education

As previously stated the PSRHE and SE in Y6) curriculum consists of both statutory and non-statutory elements:

- parents do have the right to withdraw their children from the non-statutory/non-science components of Sex Education within the *Y6 planned SE curriculum.
- parents do not have the right to withdraw their children from statutory RHE or from the science curriculum (sessions relating to puberty)

Parents wanting to withdraw their children from SE in Y6 are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach. The class teacher will also discuss any impact that withdrawal may have on the child. If parents still wish to withdraw their child/children from the SE sessions, requests for withdrawal should be put in writing and addressed to the headteacher (This request to withdraw from this aspect of the curriculum will be granted.) Once a child has been withdrawn they cannot take part in Sex Education until the request for withdrawal has been removed. Alternative work will be given to pupils who are withdrawn from Sex Education and that child will go to another class for the duration of the lesson.

RE Subject Lead: Joanne Urmson

Headteacher: Claire Procter

Date: September 2021