



## **Relationships Education, Relationships Sex Education (RSE) and Health Education Policy**

Prepared By: Director of Education – Primary

Approved By: Headteacher

Date: September 24

Start Date: September 24

Review Date: September 25

## Contents

1. Introduction and statutory guidance.....	3
2. Definitions and key areas of teaching.....	3
3. The Science Curriculum - body changes and life cycles.....	4
4. Health and wellbeing .....	4
5. Relationships and health curriculum delivery-primary .....	5
6. Ensuring the church values are reflected (church schools only) .....	<b>Error! Bookmark not defined.</b>
7. Roles and responsibilities .....	6
8. Training .....	6
9. Monitoring of RHE .....	7
<b>APPENDIX 1 – Expectations for Relationships Education – By the end of Primary .....</b>	<b>7</b>
<b>APPENDIX 2 – Expectations of Health Education -By the end of Primary Education .....</b>	<b>9</b>
<b>APPENDIX 3 – RHE curriculum overview .....</b>	<b>11</b>



## 1. Introduction and statutory guidance

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2021. The policy has been produced in partnership with Hamwic Education Trust.

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Shirley Infant School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

## 2. Definitions and key areas of teaching

### Relationship Education – Primary

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics. This does not prevent church schools from teaching about a faith perspective regarding relationships as part of the wider teaching.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of...

- Kindness
- Integrity
- Respect

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2021 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



### 3. The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Shirley Infant School, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons.

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible.

When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class or individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

In addition to the science curriculum, we will also teach health and wellbeing, relationships, living in the wider world and citizenship as part of our SRE. We have decided to do this because we believe through our high-quality PSHE curriculum at Shirley Infants, our children are enabled to become independent, confident, healthy and responsible members of our society. Children will be taught through our three concepts; health and wellbeing, relationships and living in the wider world. Our progression on knowledge and skills allows children to become self aware and compassionate children ready to face moral, social and cultural issues that are part of growing up. Our school values; kindness, integrity and respect are woven through the curriculum, school ethos and behaviours and relationship policy. We offer both explicit and implicit learning opportunities and experiences which reflect independent, resilient and socially aware children. P.S.H.E. (Physical, Social, Health Education) helps our children to develop relationships, build confidence, become enthusiastic learners and understand their right to be healthy and safe. P.S.H.E. enables our children to develop the skills, knowledge and attributes they need to manage their lives, now and in the future. Parents have the right to withdraw children from Sex Education aspects that are not part of the science curriculum. In the first instance, parents should contact the Headteacher who will advise parents on how to withdraw.

### 4. Health and wellbeing



Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age-appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2021 (see appendix 2), under the broad headings of

- General wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

## 5. Relationships and health curriculum delivery-primary

Relationships and Health Education (RHE) is taught through weekly lessons linked to the SEAL and PSHE association personal, social and health education programme and links with the whole school assembly programme. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in appendix 3.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Southampton, we are aware that the locality is towards the end of the 2017-2025 Health and wellbeing plan and that the pandemic has slowed progress. The locality also now has a 2022 – 2027 Education Strategy plan with the vision of: *we want all children and young people in Southampton to get a good start in life, live safely, be healthy and happy and go on to have successful opportunities in*



*adulthood*. A rise in domestic abuse and violence against women and girls has led the city council to produce a targeted 2023-2027 plan.

## 6. Roles and responsibilities

### The local governing committee

The local governing committee will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

### Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance with their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher. The leader for RHE at Shirley Infant School is Lisa Smith

### Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

## 7. Training

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.



## 8. Monitoring of RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils' work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports
- Learning walks
- Pupil conferencing

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually and will require approval by the local governing committee.

### APPENDIX 1 – Expectations for Relationships Education – By the end of Primary

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. that families are important for children growing up because they can give love, security and stability.</li> <li>2. 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.</li> <li>3. 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.</li> <li>3. 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.</li> <li>4. that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>5. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ol>
<b>Caring friendships</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it.</li> </ol>



	<p>3. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>4. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>5. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>6. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>5. that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.</li> <li>5. 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.</li> <li>6. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>7. the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>
<b>Online relationships</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do or shouldn't do.</li> <li>2. that children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous.</li> <li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. how information and data is shared and used online, including the risks of sending images and information (without discussing details of sexual imagery).</li> <li>6. about online risks, including that any material someone provides to another has the potential to be circulated online and that once a picture or words has been</li> </ol>



	<p>circulated there is no way of deleting it everywhere and no control over where it ends up.</p> <p>7. that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>8. the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery.</p> <p>9. who to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online. Pupils should understand what they should do if they see something online that makes them feel worried. Pornography should not be referenced in primary education.</p>
<b>Being safe</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources and so on.</li> <li>2. about the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. where to get advice e.g. family, school and/or other sources.</li> </ol>

#### APPENDIX 2 – Expectations of Health Education -By the end of Primary Education

<b>General Wellbeing</b>	<p>Pupils should understand</p> <ol style="list-style-type: none"> <li>1. the benefits of physical exercise, time outdoors, and helping others for wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and hobbies, interests and community participation.</li> <li>2. the importance of promoting general wellbeing and physical health.</li> <li>3. the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal and affect everyone at different times and are not in themselves a sign of a mental health condition.</li> </ol>
--------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>4. how to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</p> <p>5. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>6. that isolation and loneliness can affect children, and the benefits of seeking support.</p> <p>7. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>8. that change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement, and everyone grieves differently.</p> <p>9. where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>10. that it is common to experience mental health problems, and early support can help resolve problems.</p>
<b>Healthy eating</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>
<b>Drugs, alcohol, tobacco and vaping</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.</li> </ol>
<b>Health protection and prevention</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. the importance of sufficient good quality sleep for health and the impact of poor sleep on weight, mood and ability to learn.</li> <li>4. about dental health and the benefits of good oral hygiene and inter-dental cleaning, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination</li> </ol>
<b>Personal safety</b>	<p>Pupils should know:</p> <ol style="list-style-type: none"> <li>1. about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> <li>2. how to recognise risk and keep safe around roads, railways and water, including the water safety code.</li> </ol>

<b>Basic First Aid</b>	<p>Pupils should know:</p> <ol style="list-style-type: none"> <li>1. how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>2. concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ol>
<b>Developing bodies</b>	<p>This should not be taught before year 4.</p> <p>Pupils should know:</p> <ol style="list-style-type: none"> <li>1. about growth, change and the changing adolescent body, this topic should include the human lifecycle. Puberty should be mentioned as a stage in this process.</li> <li>2. the key facts about the menstrual cycle, including physical and emotional changes.</li> </ol>

### APPENDIX 3 – RHE curriculum overview

PSHE Topic Overview - Concept Breakdown			
	Year R	Year 1	Year 2
Autumn 1	New beginnings	New beginnings	New beginnings
Autumn 2	Getting on and falling out	Getting on and falling out	Getting on and falling out
Spring 1	Going for Goals	Going for Goals	Going for Goals
Spring 2	Looking after me	Looking after me	Looking after me
Summer 1	Relationships	Relationships	Relationships
Summer 2	Changes	Changes	Changes

Healthy lifestyles

Relationships (sex and relationships)

Living in wider world (safety)

Citizenship



## Year R

Session	Development Matters	'I can' Objectives
1	<p><b>Development Matters: Personal, social and emotional development:</b>  <b>3&amp;4:</b> Become more outgoing with unfamiliar people, in the safe context of their setting.            Show more confidence in social situations.            Show resilience and perseverance in the face of challenge.            Think about the perspectives of others.</p> <p><b>Development Matters: Personal, social and emotional development:</b>  <b>In Reception:</b>            Identify and moderate their own feelings socially and emotionally.            Think about the perspectives of others.</p>	<p>I can work in a group with other children.            I can tell you what makes a good friend.</p>
2	<p><b>Development Matters: Personal, social and emotional development:</b>  <b>3&amp;4:</b> Become more outgoing with unfamiliar people, in the safe context of their setting.            Show more confidence in social situations.            Show resilience and perseverance in the face of challenge.            Think about the perspectives of others.</p> <p><b>Development Matters: Personal, social and emotional development:</b>  <b>In reception:</b>            Identify and moderate their own feelings socially and emotionally.            Think about the perspectives of others.</p>	<p>I know ways to make up when I have been unkind.            I can make up when I have fallen out with a friend            I know ways to make up when I have been unkind.</p>
3	<p><b>Development Matters: Personal, social and emotional development:</b>  <b>3&amp;4:</b> Become more outgoing with unfamiliar people, in the safe context of their setting.            Show more confidence in social situations.            Show resilience and perseverance in the face of challenge.            Think about the perspectives of others.</p> <p><b>Development Matters: Personal, social and emotional development:</b>  <b>In reception:</b>            Identify and moderate their own feelings socially and emotionally.            Think about the perspectives of others.</p>	<p>I can work in a group with other children.            I can take turns when I play a game.            I can tell you how to solve a conflict</p>
4	<p><b>Development Matters: Personal, social and emotional development:</b>  <b>3&amp;4:</b> Become more outgoing with unfamiliar people, in the safe context of their setting.            Show more confidence in social situations.            Show resilience and perseverance in the face of challenge.            Think about the perspectives of others.</p> <p><b>Development Matters: Personal, social and emotional development:</b>  <b>In reception:</b>            Identify and moderate their own feelings socially and emotionally.</p>	<p>I can recognise when someone is being unkind.            I can tell you that some actions and words hurt other peoples feelings.            I can tell you who I can tell when I feel blue</p>

	Think about the perspectives of others.	
5	<p><b>Development Matters: Personal, social and emotional development:</b>  <b>3&amp;4:</b> Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in social situations.  Show resilience and perseverance in the face of challenge.  Think about the perspectives of others.</p> <p><b>Development Matters: Personal, social and emotional development:</b>  <b>In reception:</b>  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.</p>	<p>I can tell you what bullying is.  I can tell you how someone who is bullied feels.  I can tell you who I can tell when I feel blue</p>
6	<p><b>Development Matters: Personal, social and emotional development:</b>  <b>3&amp;4:</b> Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in social situations.  Show resilience and perseverance in the face of challenge.  Think about the perspectives of others.</p> <p><b>Development Matters: Personal, social and emotional development:</b>  <b>In reception:</b>  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.</p>	<p>I can say no to bad persuasion.  I can tell you what could happen if someone gives into persuasion</p>
7	<p><b>Development Matters: Personal, social and emotional development:</b>  <b>3&amp;4:</b> Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in social situations.  Show resilience and perseverance in the face of challenge.  Think about the perspectives of others.</p> <p><b>Development Matters: Personal, social and emotional development:</b>  <b>In reception:</b>  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.</p>	<p>I can express my needs.  I can stand up for my own needs and rights without hurting others  I can express my needs.  I can stand up for my own needs and rights without hurting others</p>

**Year 1:**

Session	National Curriculum PoS	'I can' Objectives
1	<p>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</p>	<p>I can listen well to other people when they are talking.</p>

	<p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	
2	<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8 Simple strategies to resolve arguments between friends positively</p> <p>R9 How to ask for help if a friend is making them feel unhappy</p> <p>R24 How to listen to other people and play and work cooperatively</p>	<p>I can tell you what being a good friend means to me. I can work well in a group.</p>
3	<p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p>	<p>I know how to make up with a friend when we have fallen out</p>
4	<p>R10 That bodies and feelings can be hurt by words and actions; that people can hurt and say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>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</p>	<p>I can tell you what bullying is.</p> <p>I can tell you how someone who is bullied feels.</p>
5	<p>about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p>	<p>I can talk about being a good friend.</p>

	R25. how to talk about and share their opinions on things	
6	<p>H24. how to manage when finding things difficult</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>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</p> <p>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</p>	<p>I know when I am starting to feel angry.</p> <p>I know what happens on the inside and the outside of my body when I start to get angry.</p> <p>I know some ways to calm down when I am starting to feel angry</p>
7	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>L11: About the difference between needs and wants; that sometimes people may</p>	<p>I can explain that families and friends should care for one another.</p> <p>I can talk about concepts of wants and needs.</p> <p>I can explore experiences and talk about children in other countries and cultures.</p>



	not always be able to have the things they want	
--	-------------------------------------------------	--

**Year 2:**

Session	National Curriculum PoS	'I can' Objectives
1	H30: about how to keep safe at home (inc around electrical appliances) and fire safety (eg not playing with matches and lighters)	I can tell you how to keep safe at home.
2	H16: about ways of sharing feelings; a range of words to describe feelings H17: about things that help people feel good R23: To identify and respect the differences and similarities between people 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	I can make someone else feel good by giving them a compliment I know what to say when someone gives me a compliment
3	H15: to recognise that not everyone feels the same at the same time, or feels the same about the same things H14: To recognise what others might be feeling H24: how to manage when finding things difficult	I can use my ability to see things from the other point of view to make a conflict situation better. I know that people don't always see things in the same way. I can see things from someone else's point of view.
4	I know that sometimes anger builds up and that I can be overwhelmed by my feelings. I know when I am angry.	H18: different things they can do to manage big feelings, to help clam themselves down and/or change their mood when they don't feel good 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 H12: how to recognise and name different feelings
5	I can tell you how someone who be hurt by words and actions I can tell you what bullying is.	R10: that bodies and feeling can be hurt by words and actions; that people can say hurtful things online R11: about how people may feel hurt if they experience hurtful behaviour or bullying R12: that hurtful behaviour (offline or online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.



		R9: how to ask for help if a friendship is making them unhappy H24: how to manage when finding things difficult
6	H13: About people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14: About the ways that pupils can help the people who look after them to more easily protect them' L3: That people and other living things have rights and that everyone has responsibilities to protect those rights	I can explain that families and friends should care for one another. I can talk about concepts of wants and needs.

## Relationships Medium term planning

### Year R

Session	Development Matters	'I can' Objectives
1	Development Matters: Personal, social and emotional development: 3&4: Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in social situations. Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Development Matters: Personal, social and emotional development: In reception: Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	I can tell you how I feel if I am missing someone or have lost someone or something I care about.
2	Development Matters: Personal, social and emotional development: 3&4: Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in social situations. Development Matters: Personal, social and emotional development: In reception: See themselves as a valuable individual Think about the perspectives of others Identify and moderate their own feelings socially and emotionally.	I can understand that if someone leaves me they can still love me. I can related this to a time I have been through this and give an example.
3	Development Matters: Personal, social and emotional development: 3&4: Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in social situations. Development Matters: Personal, social and emotional development: Reception: Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	I can remember someone I care about even if they are not there.
4	Development Matters: Personal, social and emotional development: 3&4: Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in social situations. Development Matters: Personal, social and emotional development:	I can talk about how I can feel better when I am feeling lonely or am missing someone. I can tell you how I feel if I am missing someone or have lost someone or something I care about.

	In Reception: See themselves as a valuable individual Think about the perspectives of others Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of a challenge.	
5	Development Matters: Personal, social and emotional development: 3&4: Increasingly follow rules, understanding why they are important. Remembering rules without needing an adult to remind them. Development Matters: Personal, social and emotional development: In Reception: Think about the perspectives of others Use talk to help work out problems and organise thinking and activities (Communication and language) Build constructive and respectful relationships:	I understand that everything has a right to be cared for. I can express appropriate feelings when something has gone.
6	Development Matters: Personal, social and emotional development: In Reception Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	I can tell you what is fair and unfair. I can tell you how it feels when things are unfair. I can tell you when I think things are fair or unfair.

## Year 1

Session	National Curriculum PoS	'I can' Objectives
1	PSHE Programmes of Study: H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives 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	I can tell you who the people who are important to me
2	PSHE Programmes of Study: 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 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	I know the people who are important to me. I can talk about similarities and differences from my family to another's. I can understand that differences are acceptable part of life. I can explore balance between rights and responsibilities.
3	PSHE Programmes of Study: H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better 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 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	I understand when something dies it does not come back. I understand that it is important to say goodbye and have good memories.

4	<p>PSHE Programmes of Study:  R8. simple strategies to resolve arguments between friends positively  R9. how to ask for help if a friendship is making them feel unhappy  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</p>	<p>I understand that being unkind and hurting someone doesn't make me feel better.</p>
5	<p>PSHE Programmes of Study:  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</p>	<p>I can tell you when I feel proud or jealous.  I can tell you something that has made me jealous.  I can feel proud on behalf of my friends when they have done something well.</p>
6		<p>I can think of ways to make me feel better when I feel hurt without hurting others.  I can draw and label something I learnt about in PSHE this half term.</p>

## Year 2

Session	National Curriculum PoS	'I can' Objectives
1	<p>H20: about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better  H11: about different feelings that humans can experience  H16: about ways of sharing feelings; a range of words to describe feelings  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</p>	<p>I can tell when I feel cared for.  I can tell when I love or care for someone.  I can tell you what to do if I do not feel loved or cared for.</p>
2	<p>H20: about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better  H11: about different feelings that humans can experience  H16: about ways of sharing feelings; a range of words to describe feelings  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</p>	<p>I can discuss feelings of loss and sadness.  I understand that if someone leaves me they might still love me</p>

3	R7: about how to recognise when they or someone else feels lonely and what to do 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	I can talk about my feelings when I feel alone. I can tell you a strategy I can use to manage these feelings
4	H20: about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better H11: about different feelings that humans can experience H16: about ways of sharing feelings; a range of words	I understand that if someone leaves me they still love me. I understand that people have to make hard choices and sometimes they have no choice.
5	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 H22: to recognise the ways in which we are all unique	I understand that families are not all the same. I can identify and respect the differences and similarities between people

[PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf](#)



## APPENDIX 4 – RHE LINKED WITH OTHER NATIONAL CURRICULUM AREAS

### Primary RHE, science, computing, DT and PE

#### Relationships Education

#### Computing NC links

#### Science NC links

#### PE NC links

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>that marriage<sup>2</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>Living things and their habitats</p> <p>Y2</p> <ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p>N/A</p>	<p>N/A</p>
---------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------	------------



<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>	N/A	N/A	N/A
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	N/A	N/A	N/A

	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>			
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>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.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>	N/A	N/A	<p>KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>be discerning in evaluating digital content</li> </ul>



<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>		<p>KS1</p> <ul style="list-style-type: none"> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
-------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Primary Physical Health and Mental wellbeing

		Science	PE and DT	Computing
<b>Mental Wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	<p>Animals including Humans Y2</p> <ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>▪ recognise the impact of diet, exercise, drugs and</li> </ul>	<p>PE</p> <p>KS1</p> <ul style="list-style-type: none"> <li>• be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>• enjoy communicating, collaborating and competing with each other</li> </ul>	<p>KS1</p> <ul style="list-style-type: none"> <li>• identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>• recognise acceptable/unacceptable behaviour; identify a range of</li> </ul>





	<ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	lifestyle on the way their bodies function	<ul style="list-style-type: none"> <li>• develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> </ul>	ways to report concerns about content and contact
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> </ul>	N/A	N/A	<p>KS1 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p>

	<ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>			<ul style="list-style-type: none"> <li>• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• be discerning in evaluating digital content</li> </ul>
<b>Physical Health and Fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>Animals and Humans Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>PE – support statements but not specifically linked KS1</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>• enjoy communicating, collaborating and competing with each other</li> <li>• develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> </ul>	N/A

			<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	
<b>Healthy Eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>Animals and Humans</p> <p>Y1 identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>DT – cooking and nutrition</p> <p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul> <p>KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	N/A

<b>Drugs, alcohol and tobacco</b>	Pupils should know <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A
<b>Health and prevention</b>	Pupils should know <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	Animals and humans Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  Y4 identify the different types of teeth in humans and their simple functions  Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	N/A	N/A
<b>Basic First Aid</b>	Pupils should know: <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul> concepts of basic first-aid, for example dealing with common injuries, including head injuries.	N/A	N/A	N/A
<b>Changing adolescent body</b>	Pupils should know:	Animals, including humans Y5	N/A	N/A



	<ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>	<p>describe the changes as humans develop to old age.</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--



