



Horsington Church School
A Bath and Wells Academy



'That they may have life, life in all its fullness' John 10:10

PSHE and RSE Intent

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will instil our core values; Kindness, Respect, Perseverance, Love and Forgiveness.

Our aim is to help the children understand how they are developing personally and socially and tackle many of the moral, social and cultural issues that are part of growing up. It is our intent to provide our children with the opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society, entwining our British Values.

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, developing positive relationships and to gain an understanding about their health and wellbeing, which will be progressive as children move through the school. Children will know where to go for help if they need it.

In Relationship and Sex Education, we aim to engage with the children in an open and honest manner at an age-appropriate level.

The intent of our RSE curriculum is to be inclusive and promote spiritual, moral, cultural, mental and physical development of pupils at our school.

Our aim is to prepare pupils for the opportunities, responsibilities and experiences of later life.

Our pupils will be encouraged to respectfully critique and value the wide range of beliefs and cultural influences that have shaped their own heritage and that of others, considering both differences and commonalities; recognise bias and stereotype; represent a range of views, other than one's own, with accuracy.

Progression Yr 1 - 2

Unit: Health and Well-being

Pupils should be taught :

Years 1 and 2

Healthy Lifestyles

- about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)
 - about making healthy choices
 - about different kinds of feelings
 - simple strategies to manage feelings
- about basic personal hygiene routines and why these are important

Keeping Safe

about rules for keeping safe (in familiar and unfamiliar situations)

- how to ask for help if they are worried about something
- about privacy in different contexts Growing and changing
- that household products, including medicines, can be harmful if not used correctly

Growing and Changing

- To recognise what they are good at and set simple goals.
- about how it feels when there is change or loss
- the correct names for the main parts of the body of boys and girls
- about growing, changing and becoming more independent

Unit: Relationships

Pupils should be taught:

Years 1 and 2

Feelings and emotions

about recognising how other people are feeling

- about sharing feelings their own feelings with others
 - about different types of behaviour and how this can make others feel
- that bodies and feelings can be hurt

Healthy Relationships

about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid

- about listening to others and playing cooperatively
- To share their views and opinions with others
- about special people in their lives
- about appropriate and inappropriate touch
- that hurtful teasing and bullying is wrong
- what to do if teasing and bullying is happening

Valuing Difference

- about the importance for respect for the differences and similarities between people

Unit: Living in the wider world

Pupils should be taught:

Years 1 and 2**Right and Responsibilities**

- about group and class rules and why they are important
- about respecting the needs of ourselves and others
- about groups and communities that they belong to
- that everybody is unique • about the ways we are the same as other people
- about the people who work in their community
- how to get their help, including in an emergency

Taking care of the Environment

about looking after the local environment

Money

- about where money comes from and what it is used for
- about how to keep money safe

We subscribe to the PSHE Association and use Health for Life resources

Progression Year 4 & 4

Unit: Health and Wellbeing

Pupils should be taught:

Year 3 and 4

Healthy Lifestyles

- about what makes a 'balanced lifestyle'
- about making choices in relation to health
- about what makes up a balanced diet
- about opportunities they have to make their own choices about food
- about what influences their choices about food
- that images in the media do not necessarily reflect reality
- that simple hygiene routines can prevent the spread of bacteria and viruses
- about what is meant by a habit
- how habits can be hard to change

Keeping Safe

- about managing risk in familiar situations and keeping safe
- about feeling negative pressure and how to manage this
- about the importance of school rules for health and safety
- about how to get help in an emergency
- about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)
- about keeping safe in the local environment
- about keeping safe online
- about people who help them stay healthy and safe

Growing and Changing

- to recognise their achievements and set personal targets for the future
- about a wider range of feelings, both good and not so good
- that people can experience conflicting feelings at the same time
- about describing their feelings to others
- about the kinds of change that happen in life and the feelings associated with this

Unit: Relationships

Pupils should be taught:

Years 3 and 4

Feelings and Emotions

- to recognise a wider range of feelings in others
- about responding to how others are feeling
- about the concept of keeping something confidential or secret
- about when they should or should not agree to keeping a secret
- to recognise and manage dares

Healthy Relationships

- about what makes a positive, healthy relationship, including friendships
- how to maintain good friendships
- how actions can affect ourselves and others
- about the difference between acceptable and unacceptable physical contact
- how to respond to unacceptable physical contact
- about working collaboratively toward shared goals
- about solving disputes and conflict amongst themselves and their peers
- about the importance of keeping personal boundaries and the right to privacy

Valuing Difference

- how to listen and respond respectfully to a wide range of people
- about sharing their points of view
- about differences and similarities between people, but understand everyone is equal
- to recognise bullying
- how to respond and ask for help
- about what is meant by 'stereotypes'

Unit: Living in the Wider World

Pupils should be taught:

Years 3 and 4**Right and Responsibilities**

- to discuss and debate issues concerning health and wellbeing
- about the ways in which rules and laws keep people safe
- to take part in making and changing rules
- that everyone has human rights (and that children have their own set of human rights)
- about the UN declaration on the Rights of the Child
- what anti-social behaviour is and how it can affect people
- how to get help or support about their responsibilities, rights and duties (home, school and the environment)
 - about resolving differences – agreeing and disagreeing
 - about being part of a community
 - about who works with the local community
 - To appreciate difference and diversity (people living in the UK)
 - about the values and customs of people around the world
 - that information presented in the media can be misleading

Taking care of the Environment

- about their responsibilities, rights and duties (home, school and the environment)
- about the sustainability of the environment across the world

Money

- about the role of money
- ways of managing money (budgeting and saving)
- about what is meant by 'interest' and 'loan'
- What it means to be 'enterprising'

We subscribe to the PSHE Association and use the Health for Life resources.

Progression- Year 5 & 6

Unit: Health and Wellbeing

Pupils should be taught:

Years 5 and 6

Healthy Lifestyles

- about positively and negatively affects health and wellbeing (including mental and emotional health)
- how to make informed choices that contribute to a 'balanced lifestyle'
- about the benefits of a balanced diet
- about different influences on food and diet
- about developing skills to help make their own choices about food
- how images in the media can distort reality
- that this can affect how people feel about themselves
- how the spread of infection can be prevented
- about habits (in relation to drug, alcohol and tobacco education)
- about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)

Keeping Safe

- about independence, increased responsibility and keeping safe strategies for managing risk
- about different influences on behaviour, including peer pressure and media influence
- how to resist unhelpful pressure and ask for help about the skills needed in an emergency:
 - what to do in an emergency
 - basic emergency aid
- about the right they have to protect their body
- about strategies for managing personal safety - local environment
- about strategies for managing personal safety – online
- what to consider before sharing pictures of themselves and others online
- about who is responsible for their health and wellbeing
- where to get help advice and support
- how to keep safe and well when using a mobile phone

Growing and Changing

- about different ways of achieving and celebrating personal goals
- how having high aspirations can support personal achievements
- how to further describe the range and intensity of their feelings to others
- how to manage complex or conflicting emotions
- about coping with change and transition - how this relates to bereavement and the process of grieving
- about the changes that happen at puberty (in line with science curriculum)
- about human reproduction in the context of the human lifecycle (in line with science curriculum)
- how a baby is made and how it grows (in line with science curriculum)
- about roles and responsibilities of parents and carers

Unit: Relationships

Pupils should be taught:

Years 5 and 6

Feelings and Emotions

how to respond appropriately to a wider range of feelings in others

- about confidentiality
- about times when it appropriate and necessary to break a confidence
- to recognise and manage dares

Healthy Relationships

- about different types of relationships (friends, families, couples, marriage, civil partnership)
- about what constitutes a positive, healthy relationship
- about the skills to maintain positive relationships
- to recognise when a relationship is unhealthy
- about committed loving relationships (including marriage and civil partnership)
- negotiation and compromise strategies to resolve disputes and conflict
- to give helpful feedback and support to others
- that marriage, arranged marriage and civil partnership is between two people who willingly agree
- that to force anyone into marriage (forced marriage) is illegal
- about the importance speaking out about forced marriage
- about the consequences of their actions on themselves and others
- about judging whether physical contact is acceptable or unacceptable
- about the importance of keeping personal boundaries and the right to privacy

Valuing Difference

- to respectfully listen to others but raise concerns and challenge points of view when necessary
- about the factors that make people the same or different
- to recognise and challenge 'stereotypes'
- about the correct use of the terms sex, gender identity and sexual orientation
- about discrimination, teasing, bullying and aggressive behaviour and its effect on others

Unit: Living in the Wider World

Pupils will be taught:

Years 5 and 6

Rights and Responsibilities

- To research, discuss and debate to discuss and debate issues concerning health and wellbeing
- why and how laws are rules and laws are made
- how to take part in making and changing rules
- about the importance of human rights (and the Rights of the Child) about the UN declaration on the Rights of the Child
- how anti-social behaviours can affect wellbeing
- how to handle, challenge or respond to anti-social or aggressive behaviours
- about different kinds of responsibilities (home, school, community and the environment)
- about resolving differences, respecting different points of view and making their own decisions
- about what it means to be a part of a community
- about different groups / individuals that support the local community
- about the role of voluntary, community and pressure groups
- To appreciate the range of national, regional, religious and ethnic identities of people living in the UK
- about the lives, values and customs of people living in other places
- to be critical of what they see and read in the media

<ul style="list-style-type: none">• to critically consider information they choose to forward to others
<p>Taking care of the environment</p> <ul style="list-style-type: none">• about different kinds of responsibilities (home, school, community and the environment)• about how resources are allocated and the effect this has on individuals, communities and the environment
<p>Money</p> <ul style="list-style-type: none">• how finance plays an important part in people's lives• about being a critical consumer• about what is meant by 'interest', 'loan', 'debt'• about the importance of looking after money, including managing loans and debts• that people pay 'tax' to contribute to society• about how resources are allocated and the effect this has on individuals, communities and the environment• what it takes to set up an enterprise• about what enterprise means for work and society

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