

# Dinnington First School

## Relationship Education Policy



<b>Approved by:</b>	Caroline Cogdon (Chair of Governors) Caroline Ash (Head Teacher) (Following Consultation with Parents and Governing Body)	<b>Date:</b> September 2020
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<b>Last reviewed on:</b>	September 2020
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<b>Next review due by:</b>	September 2021
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Relationship Education is compulsory for all pupils (in England) receiving primary education. From September 2020 all schools will be required to deliver 'Relationships Education and Health Education'.

**Definition of Relationship Education:**

Relationships Education is the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

Gov Uk stated that 'Relationships Education will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships. The subjects are designed to help children from all backgrounds build positive and safe relationships and to thrive in modern Britain'.

Teaching in all schools should reflect the law (Equality Act 2010). This applies to relationships, so that young people clearly understand what the law allows and the implications that occur from making certain decisions.

**Intent**

At Dinnington First School we consider Relationships Education (RE) as an integral part of Personal, Social and Health Education (PSHE) as well as having links with the Science curriculum. We offer pupils a carefully planned programme on relationships, growing and changing, safety and family life within a safe, comfortable atmosphere. The curriculum we deliver is accessible to all children and will ensure that all children will learn more and remember more. The curriculum is tailored to the schools vision and values and enables children to be Resilient, Open to new experiences, have Community

Spirit, show Kindness and be Successful. The programme of work is set within a moral framework and matched to the pupils' level of maturity. Dinnington First School will support all children to be happy, healthy and safe and equip them for adult life.

The overall aim of RE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peacefully and learn how to recognise and avoid exploitation and abuse. We will ensure that children have the knowledge to make informed decisions about their well-being, health and relationships.

### **Implementation**

At Dinnington First School Relationship Education will be taught through the clear and comprehensive PSHE scheme of work which is in line with the National Curriculum and PSHE Association (Appendix 1). High quality age appropriate teaching of these subjects will enable children to prepare for the opportunities, responsibilities and experiences of adult life.

The PSHE and Relationship Education scheme takes a thematic approach covering all three core themes during the school year from Year 1 - Year 4.

1. Autumn Term - **Relationships**
2. Spring Term - **Living in the Wider World**
3. Summer Term - **Health and Wellbeing**

Each theme is broken down into three topics per term.

### **Autumn term**

1. Families and friendships
2. Safe relationships
3. Respecting ourselves and others.

### **Spring term**

1. Belonging to a community.

2. Media literacy and digital resilience.
3. Money and work.

### **Summer term**

1. Physical health and Mental Health.
2. Growing and changing.
3. Keeping safe.

This enables each year group to work on similar themes at the same time, building a spiral programme every year. The objectives for each year group are mapped out on the long term plan to ensure progression (Appendix 1).

Key Knowledge from the PSHE and Relationship Education curriculum compliments the Science curriculum in KS1 and KS2.

Year Group	Term	Key Knowledge
Early Years	Throughout the year	<p><b>Understanding the World</b> Learning about ourselves and the similarities and differences between peers. Looking at our families and learning that not all families look the same. Growth and change over time. Lifecycles.</p> <p><b>PSED</b> Circle times .Discussing our emotions. What do they feel like? Why do we feel them? How do we react to them appropriately? Learning that we need to respect others and should be respected in return.</p>
Year 1	Summer 2	Identify, name and draw the basic parts of the human body and say which part of the body is associated with each sense.

<b>Year 2</b>	Summer 2	Describe the importance for humans of exercising, eating the right amounts of different types of food and hygiene
<b>Year 3</b>	Autumn 1	Identify that animals including humans, need the right types of nutrition and that they cannot make their own food; they get nutrition from what they eat.
<b>Year 4</b>	Summer 2	Identify the different types of teeth in humans & simple functions

**The aims of relationships education (RE) at our school is to:**

- \* Provide a safe framework in which sensitive discussions can take place.
- \* Prepare pupils for changes, and the importance of health and hygiene.
- \* Help pupils develop feelings of self-respect, respect for others, confidence and empathy.
- \* Create a positive culture around relationships and ensure the children understand what a healthy relationship looks like.
- \* Teach pupils the correct vocabulary to describe themselves and their bodies.
- \* Ensure the children understand consent and boundaries in relation to themselves and others.
- \* Ensure the children understand the importance of respecting difference (different partnerships, gender and LGBT).
- \* To know how and where to seek help if they need it.

**Language**

Children will be introduced, at appropriate stages, to the correct terminology in their programme of relationship education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

**Pupils' Questions**

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Questions which

teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

### **Roles and responsibilities**

The governing body will approve the RE policy, and hold the head teacher to account for its implementation. The head teacher, Mrs Ash and Mrs Aydeniz the PSHE Lead are responsible for ensuring that RE is taught consistently across the school, and for managing requests from parents.

Teaching staff/class teachers are responsible for:

- \* Delivering RE in a sensitive way.
- \* Modelling positive attitudes to RE.
- \* Monitoring progress.
- \* Responding to the needs of individual pupils.

Staff who have concerns about teaching RE are encouraged to discuss this with the head teacher. Staff responsible for teaching RE include all teachers. The subject lead, Mrs Aydeniz, will be responsible for ensuring the whole-school curriculum is compliant with the National Curriculum and that all teachers have the long term plan. Pupils are expected to engage fully in RE and when discussing issues related to RE, treat others with respect and sensitivity. Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

High quality resources will support our RE provision and be regularly reviewed, these include Quality Approved PSHE

websites, the Lucinda and Godfrey texts and the No outsiders books. Lessons will be differentiated by year group to ensure relevance and accessibility. All children, regardless of gender and ability will have access to all the information. When planning RE lessons, teachers should assume that at least one pupil has direct knowledge of the subject being discussed and should plan their language use, resources and activities appropriately. The teaching staff will follow a non-judgemental approach: we will challenge the opinion, not the person and make no assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. If children need further help or advice they will know to ask staff in school. Teachers must be cautious about expressing their own views, bearing in mind they are in an influential position and must work within the school's values, policies and the law. Pupils will be able to raise questions anonymously by using the specific PSHE 'My Questions and Thoughts' box in each classroom.

Teachers are aware that effective RE brings an understanding of what is and what is not appropriate in a relationships and can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in their absence their deputy or another member of the safeguarding organisation. Any disclosure must be treated in the normal way in accordance with the school's safeguarding policy.

Parents and carers do not have the right to withdraw their pupils from Health and Relationship Education.

### **Impact**

Work will be assessed in line with the assessment policy. Children will demonstrate and apply the British Values of Democracy, Tolerance and Mutual respect. They will be assessed against age related expectations. Children will become healthy and responsible members of society preparing for life and work in modern Britain.

At the start of each topic children will carry out a baseline activity which could be in the form of a quiz, sorting activity etc. This will enable the teacher to assess the children's prior knowledge and inform their planning on where to begin. At the end of the topic the children will carry out the initial activity/quiz again to show progression or if a certain aspect needs to be re-addressed.

Floor books will be used to help children learn more and remember more. This will include Key knowledge, work/photographs and an explanation of the task. The children can then use this book throughout the year to recap and remember what they have learned. It will also enable teachers to assess children's knowledge and understanding throughout the year to see if they can recall information using the floor book.

The delivery of Relationship Education is monitored by Mrs Aydeniz (PSHE/RSE lead) through:

- \* Termly planning and work/floor book scrutinies.
- \* Pupil voice, speaking to children about what they have learned.
- \* Monitoring of government and local authority advice for best practise of teaching RE.
- \* Pupils' development in RE is also monitored by class teachers.



## **Appendix 1**

### **Nursery**

### **PSED Long Term Plan**

<b>Autumn</b> (22-36 & 30-50 months)			<b>Spring</b> (30-50 months)			<b>Summer</b> (30-50 & 40-60 months)		
Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours	Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours	Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours

<p>Interested in others' play and starting to join in <b>(Kindness)</b></p> <p>Seeks out others to share experiences <b>(Kindness)</b></p> <p>Shows affection and concern for people who are special to them May form a special friendship with another child <b>(Kindness)</b></p> <p>May form a special friendship with another child. <b>(Kindness)</b></p> <p>Initiates play, offering cues to peers to join them. <b>(Kindness)</b></p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <b>(Kindness)</b></p>	<p>Separates from main carer with support and encouragement from a familiar adult <b>(Resilient &amp; Open to new experiences)</b></p> <p>Expresses own preferences and interests.</p> <p>Can select and use activities and resources with help Is more outgoing towards unfamiliar people and more confident in new social situations. <b>(Resilient &amp; Open to new experiences)</b></p> <p>Shows confidence in asking adults for help.</p>	<p>Seeks comfort from familiar adults when needed.</p> <p>Can express their own feelings such as sad, happy, cross, worried. Responds to the feelings and wishes of others.</p> <p>Aware that some actions can hurt or harm others.</p> <p>Tries to help or give comfort when others are distressed <b>(Community Spirit)</b></p> <p>Shows understanding and cooperates with some boundaries and routines. <b>(Resilient)</b></p> <p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity <b>(Resilience &amp; Success)</b></p>	<p>Initiates play, offering cues to peers to join them. <b>(Kindness)</b></p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <b>(Kindness)</b></p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. <b>(Kindness &amp; Open to experiences)</b></p> <p>Keeps play going by responding to what others are saying or doing <b>(Kind)</b></p>	<p>Can select and use activities and resources with help</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations. <b>(Resilience)</b></p> <p>Shows confidence in asking adults for help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks <b>(Success)</b></p>	<p>Responds to the feelings and wishes of others.</p> <p>Aware that some actions can hurt or harm others.</p> <p>Can inhibit own actions/behaviours Can usually adapt behaviour to different situations. <b>(Resilience)</b></p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. <b>(Kindness &amp; Open to experiences)</b></p>	<p>Shows confidence in asking adults for help.</p> <p>Welcomes and values praise for what they have done <b>(Success)</b></p> <p>Enjoys responsibility of carrying out small tasks <b>(Success)</b></p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p>	<p>Can inhibit own actions/behaviours</p> <p>Begins to accept the needs of others and can take turns and share resources <b>(Kindness)</b></p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Aware of own feelings and knows that some actions and words can hurt others' feelings. <b>(Community spirit)</b></p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p>
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## Reception

## PSED Long Term Plan

Autumn (30-50 & 40-50 months)			Spring (40-60 months & Goal)			Summer (40-60 months & Goal)		
Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours	Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours	Making Relationships	Self Confidence & Awareness	Managing feelings & behaviours

<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>KINDNESS</b></p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Takes steps to resolve conflicts with other children.</p> <p><b>COMMUNITY</b></p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p>	<p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p><b>RESILIENCE</b></p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p>	<p>Can usually adapt behaviour to different situations.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p><b>COMMUNITY</b></p> <p>Beginning to be able to negotiate and solve problems without aggression.</p> <p><b>RESILIENCE</b></p> <p>Understands that own actions affect other people.</p> <p><b>KINDNESS</b></p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p><b>SUCCESS</b></p> <p>Children play co-operatively, taking turns with others</p> <p><b>KINDNESS</b></p> <p>Form positive relationships with adults and other children.</p>	<p>They are confident to speak in a familiar group, will talk about their ideas.</p> <p>They work as part of a group or class, and understand and follow the rules</p> <p><b>COMMUNITY</b></p> <p>Children are confident to try new activities</p> <p><b>OPEN TO NEW EXPERIENCES</b></p>	<p>Understands that own actions affect other people (environment)</p> <p><b>COMMUNITY</b></p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p><b>COMMUNITY SPIRT &amp; SUCCESS</b></p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings.</p> <p><b>KINDNESS</b></p> <p>To form positive relationships with adults and other children.</p>	<p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</p> <p>Children are confident to try new activities.</p> <p><b>OPEN TO NEW EXPERIENCES</b></p> <p>Children to say why they like some activities more than others.</p> <p>To say when they do and do not need help.</p> <p><b>RESILIENCE</b></p>	<p>Children talk about how they and others show feelings.</p> <p>To talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</p> <p><b>KINDNESS</b></p> <p>Children to adjust their behaviour to different situations and take changes of routine in their stride.</p> <p><b>RESILIENCE</b></p>
Key knowledge in the EYFS are repeated until children know more and remember more.								

## Year 1

## PSHE & RE Long Term Plan

Autumn Term: <b>Relationships</b>			Spring Term: <b>Living in the wider world</b>			Summer Term: <b>Health and Well Being</b>		
<i>Families and friendships</i>	<i>Safe relationships</i>	<i>Respecting ourselves and others</i>	<i>Belonging to a community</i>	<i>Media literacy and digital</i>	<i>Money and work</i>	<i>Physical health and Mental wellbeing</i>	<i>Growing and changing</i>	<i>Keeping safe</i>

				<i>resilience</i>				
<b>Roles of different people; families; feeling cared for</b>  R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives. <b>(Community spirit)</b>  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 <b>(Community spirit)</b>  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. <b>(Resilience)</b>	<b>Recognising privacy; staying safe; seeking permission</b>  R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. <b>(Kindness)</b>  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.  R17. About knowing there are situations when they should ask for permission and also when their permission should be sought. <b>(Resilience)</b>	<b>How behaviour affects others; being polite and respectful</b>  R21. About what is kind and unkind behaviour, and how this can affect others. <b>(Kindness)</b>  R22. About how to treat themselves and others with respect; how to be polite and courteous <b>(Kindness)</b>  	<b>What rules are; caring for others' needs; looking after the environment</b>  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. <b>(Community)</b>  L3. About things they can do to help look after their environment. <b>(Community)</b>	<b>Using the internet and digital devices; communicating online</b> L7. About how the internet and digital devices can be used safely to find things out and to communicate with others. <b>(Success &amp; Kindness)</b>  L8. About the role of the internet in everyday life.	<b>Strengths and interests; jobs in the community</b>  L14. That everyone has different strengths. <b>(Resilience)</b>  L16. Different jobs that people they know or people who work in the community do. <b>(Community)</b>  L17. About some of the strengths and interests someone might need to do different jobs.	<b>Keeping healthy; food and exercise, hygiene routines; sun safety</b>  H1. About what keeping healthy means, different ways to keep healthy. <b>(Success)</b>  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 every day.  H4. About why sleep is important and different ways to rest and relax.  H5. Simple hygiene routines that can stop germs from spreading.  H8. How to keep safe in the sun and protect skin from sun damage.  H9. About different ways to learn and play; recognising	<b>Recognising what makes them unique and special.</b>  H11. About different feelings that humans can experience.  H12. How to recognise and name different feelings. <b>(Resilience)</b>  H13. How feelings can affect people's bodies and how they behave.  H14. How to recognise what others might be feeling. <b>(Kindness)</b>  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. <b>(Community spirit)</b>	<b>How rules and age restrictions help us; keeping safe online</b>  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. <b>(Success &amp; Resilience)</b>

						<p>the importance of knowing when to take a break from time online or TV.</p> <p>H10. About the people who help us to stay physically healthy. <b>(Community spirit)</b></p>	<p>H23. To identify what they are good at, what they like and dislike. <b>(Success)</b></p> <p>H24. How to manage when finding things difficult.</p>	
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## Year 2

## PSHE & RE Long Term Plan

Autumn Term: <b>Relationships</b>			Spring Term: <b>Living in the wider world</b>			Summer Term: <b>Health and Well Being</b>		
<i>Families and friendships</i>	<i>Safe relationships</i>	<i>Respecting ourselves and others</i>	<i>Belonging to a community</i>	<i>Media literacy and digital resilience</i>	<i>Money and work</i>	<i>Physical health and Mental wellbeing</i>	<i>Growing and changing</i>	<i>Keeping safe</i>

Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
<p>R6. About how people make friends and what makes a good friendship. <b>(Kindness)</b></p> <p>R7. About how to recognise when they or someone else feels lonely and what to do. <b>(Resilience)</b></p> <p>R8. Simple strategies to resolve arguments between friends positively. <b>(Resilience)</b></p> <p>R9. How to ask for help if a friendship is making them feel unhappy.</p> <p>R24. How to listen to other people and play and work cooperatively. <b>(Community spirit)</b></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. <b>(Kindness)</b></p> <p>R14. That sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> <p>R19. Basic techniques</p>	<p>R23. To recognise the ways in which they are the same and different to others. <b>(Community spirit)</b></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. <b>(Success)</b></p>	<p>L2. How people and other living things have different needs; about the responsibilities of caring for them. <b>(Community spirit &amp; Resilience)</b></p> <p>L4. About the different groups they belong to.</p> <p>L5. About the different roles and responsibilities people have in their community. <b>(Community spirit)</b></p> <p>L6. To recognise the ways that they are the same as, and different to, other people. <b>(Success)</b></p>	<p>L8. About the role of the internet in everyday life.</p> <p>L9. That not all information seen online is true. <b>(Resilience &amp; Success)</b></p>	<p>L10. What money is; forms that money comes in; that money comes from different sources.</p> <p>L11. That people make different choices about how to save and spend money.</p> <p>L12. About the difference between needs and wants; that sometimes people may not always be able to have the things they want. <b>(Resilience)</b></p> <p>L13. That money needs to be looked after; different ways of doing this.</p> <p>L15. That jobs help people to earn money to pay for things.</p>	<p>H4. About why sleep is important and different ways to rest and relax.</p> <p>H6. That medicines (including vaccinations and those that support allergic reactions) can help people to stay healthy.</p> <p>H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> <p>H16. About ways of sharing feelings, a range of words to describe feelings. <b>(Kindness &amp; Resilience)</b></p> <p>H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending</p>	<p>H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. <b>(Open to new experiences &amp; Resilience)</b></p> <p>H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>H26. About growing and changing from young to old and how people's needs change.</p> <p>H27. About preparing to move to a new class/year group. <b>(Open to new experiences &amp; Resilience)</b></p>	<p>H29. To recognise risk in simple everyday situations and what action to take to minimise harm. <b>(Resilience)</b></p> <p>H30. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <p>H31. That household products (including medicines) can be harmful if not used correctly.</p> <p>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. <b>(Success)</b></p> <p>H33. About the people whose job it is to help keep us safe.</p>

	<p>for resisting pressure to do something they don't want to do and which may make them unsafe.</p> <p>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.</p> <p><b>(Success &amp; Resilience)</b></p>					<p>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>H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p><b>(Open to new experiences &amp; Resilience)</b></p>		<p><b>(Community spirit)</b></p> <p>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.</p> <p>H35. About what to do if there is an accident and someone is hurt.</p> <p><b>(Resilience &amp; Success)</b></p> <p>H36. How to get help in an emergency (how to dial 999 and what to say).</p> <p>H37. About things that people can put into their body or on their skin; how these can affect how people feel.</p>
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## Year 3

## PSHE & RE Long Term Plan

Autumn Term: <b>Relationships</b>			Spring Term: <b>Living in the wider world</b>			Summer Term: <b>Health and Well Being</b>		
<i>Families and friendships</i>	<i>Safe relationships</i>	<i>Respecting ourselves and others</i>	<i>Belonging to a community</i>	<i>Media literacy and digital resilience</i>	<i>Money and work</i>	<i>Physical health and Mental wellbeing</i>	<i>Growing and changing</i>	<i>Keeping safe</i>

What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<p>R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another. <b>(Kindness)</b></p> <p>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 <b>(Community spirit)</b></p> <p>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.</p>	<p>R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. <b>(Kindness)</b></p> <p>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. <b>(Resilience)</b></p> <p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>	<p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online. <b>(Kindness)</b></p> <p>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. <b>(Kindness &amp; Success)</b></p>	<p>L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>L2. To recognise there are human rights, that are there to protect everyone. <b>(Community spirit)</b></p> <p>L3. About the relationship between rights and responsibilities.</p>	<p>L11. Recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. <b>(Success &amp; Resilience)</b></p>	<p>L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. <b>(Success)</b></p> <p>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. <b>(Community spirit &amp; Success)</b></p> <p>L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them. <b>(Resilience)</b></p> <p>L30. About some of the skills that will help them in their future careers e.g. teamwork,</p>	<p>H1. How to make informed decisions about health. <b>(Success)</b></p> <p>H2. About the elements of a balanced, healthy lifestyle.</p> <p>H3. About choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>H5. About what good physical health means, how to recognise early signs of physical illness. <b>(Resilience)</b></p> <p>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</p>	<p>H27. To recognise their individuality and personal qualities <b>(Success)</b></p> <p>H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. <b>(Success)</b></p> <p>H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. <b>(Resilience)</b></p>	<p>H38. How to predict, assess and manage risk in different situations. <b>(Success)</b></p> <p>H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</p> <p>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.</p>



R9. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice. <b>(Resilience)</b>					communication and negotiation. <b>(Success)</b>	<p>healthy diet including obesity and tooth decay.</p> <p>H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. <b>(Success)</b></p> <p>H17. To recognise that feelings can change over time and range in intensity.</p> <p>H18. About everyday things that affect feelings and the importance of expressing feelings.</p> <p>H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. (Res)</p>		
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**Year 4**

**PSHE & RE Long Term Plan**

Autumn Term: <b>Relationships</b>			Spring Term: <b>Living in the wider world</b>			Summer Term: <b>Health and Well Being</b>		
<i>Families and friendships</i>	<i>Safe relationships</i>	<i>Respecting ourselves and others</i>	<i>Belonging to a community</i>	<i>Media literacy and digital resilience</i>	<i>Money and work</i>	<i>Physical health and Mental wellbeing</i>	<i>Growing and changing</i>	<i>Keeping safe</i>

Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
<p>R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. <b>(Kindness)</b></p> <p>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.</p> <p>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. <b>(Success)</b></p> <p>R13. The importance of</p>	<p>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. <b>(Resilience &amp; Success)</b></p> <p>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.</p> <p>R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find</p>	<p>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. <b>(Community spirit &amp; Kindness)</b></p> <p>R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. <b>(Community spirit)</b></p>	<p>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. <b>(Community spirit &amp; Kindness)</b></p> <p>L6. About the different groups that make up their community; what living in a community means. <b>(Community spirit)</b></p> <p>L7. To value the different contributions that people and groups make to the community. <b>(Community spirit)</b></p>	<p>L13. About some of the different ways information and data is shared and used online, including for commercial purposes. <b>(Success)</b></p> <p>L14. About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p>	<p>L17. About the different ways to pay for things and the choices people have about this.</p> <p>L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). <b>(Community spirit)</b></p> <p>L20. To recognise that people make spending decisions based on priorities, needs and wants. <b>(Resilience)</b></p> <p>L21. Different ways to keep track of money. <b>(Success).</b></p>	<p>H2. About the elements of a balanced, healthy lifestyle. <b>(Success)</b></p> <p>H5. About what good physical health means, how to recognise early signs of physical illness. <b>(Resilience)</b></p> <p>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). <b>(Success)</b></p>	<p>H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>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).</p> <p>H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p>	<p>H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>H38. How to predict, assess and manage risk in different situations. <b>(Success)</b></p> <p>H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). <b>(Success)</b></p> <p>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</p>

<p>seeking support if feeling lonely or excluded.</p> <p><b>(Resilience)</b></p> <p>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.</p>	<p>out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p><b>(Resilience)</b></p>						<p><b>(Success)</b></p> <p>H34. About where to get more information, help and advice about growing and changing, especially about puberty.</p> <p><b>(Resilience)</b></p>	<p>use can become a habit which can be difficult to break.</p> <p><b>(Resilience).</b></p>
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