



# High March

## PSHE and Relationships Education Policy

<b>Person responsible for latest revision:</b>	Miss Emily Green
<b>Date of next review:</b>	September 2025
<b>ISSR Reference</b>	ISSR 2A and 2.2(d)

This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

### Useful Websites

<a href="http://www.highmarch.co.uk">www.highmarch.co.uk</a>	<a href="http://www.pshe-association.org">www.pshe-association.org</a> .
<a href="http://www.education.gov.uk">www.education.gov.uk</a>	<a href="http://www.kapowprimary.com">www.kapowprimary.com</a> .
<a href="http://www.isi.net">www.isi.net</a>	

# High March

## PSHE and Relationships Education Policy

### Introduction

High March's approach to Personal, Social, Health and Economic (PSHE) education, which includes Relationships Education, reflects the school's aims and ethos. It prepares pupils for the contemporary world and enhances a sense of their cultural identity, whilst fostering positive attitudes and encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010). These are Age, Disability, Gender, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief or Sexual orientation.

PSHE and Relationships Education offers children the opportunity to become confident, healthy, independent and responsible citizens. It is important for pupils to learn about themselves as developing and changing individuals and to encourage them to play a positive role in contributing to the life of the school and the wider community. It helps to develop the children's knowledge, skills and attributes they need to manage their lives, to stay healthy and safe, now and in the future. Our Relationships Education programme is an integral part of our whole school PSHE education provision.

The School recognises its responsibility to promote the spiritual, moral, cultural, mental and physical development of its pupils. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHE and relationships education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

This Policy takes into account the DfE statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education' (September 2021). See also draft Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2024. This policy has been developed in line with the PSHE Association guidance and following consultation with the Directors, Headmistress and staff and communication with the parent and pupil body. It is also underpinned by the stated school aim that High March promotes a Christian ethos and Christian values, whilst respecting other faiths and traditions, but remains non-denominational in its admissions policy and teaching. Each individual is encouraged to develop friendly and informal relationships within a structured and disciplined routine.

### Aims

'PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.’ (PSHE Association)

The aims of PSHE at High March are to help the children to:

- develop the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active, responsible citizens
- have an awareness of the British values of Democracy, the rule of law, Individual liberty, Mutual Respect and tolerance of those with different religions and beliefs, and what it means to live in this country today
- understand, respect and live by the School Values of kindness and friendship
- build a resilience to radicalisation and to be able to identify and challenge extremist views
- recognise their own self-worth, work well with others and become increasingly responsible for their own learning and actions
- encourage discussion and debate whilst ensuring that teachers’ personal opinions do not lead to a biased viewpoint –Relevant staff are signposted to the DfE Political Impartiality in Schools Guidance (February 2022)
- develop strategies to support good mental health and a sense of wellbeing
- reflect on their own experiences and understand how they are developing personally and socially
- talk about the lives of people around them and their roles in society
- understand and respect our common humanity, diversity and differences
- form effective, fulfilling and respectful relationships
- be aware of acceptable and unacceptable actions in relationship to themselves and others
- become independent and responsible members of the school and wider community
- become positive and active members of a democratic society
- tackle many of the spiritual, moral, social and cultural issues that are all part of growing up
- show resilience and perseverance in the face of challenge
- manage their own needs
- enjoy learning the subject

The aim of Relationships Education is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, both physically, emotionally and mentally. Through the provision of high quality, evidence-based and age-appropriate teaching, the school aims to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. It seeks to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

This starts with pupils being taught about:

- what a relationship is (developing positive relationships, including online)
- what friendship is (promoting healthy friendships)
- what family means and who the people are who can support them
- how to take turns

- how to treat themselves and others with kindness, consideration and respect
- the importance of honesty and truthfulness
- positive emotional and mental wellbeing
- permission seeking and giving and the concept of personal privacy
- establishing personal space and boundaries, showing respect and understanding
- the differences between appropriate and inappropriate or unsafe physical, and other, contact
- Introduce an understanding of consent
- an introduction to 'Human conception' to Year 6 pupils

In Year 6, human conception is introduced in an extended session, which is taught by experienced staff and may include form teachers, Head of PSHE and Deputy Head (Pastoral). The Head of PSHE, in conjunction with the Senior Leadership team, ensures that the content and resources used in this session are age-appropriate and that the needs and backgrounds of the particular cohort are taken into consideration when planning sessions. Parents are able to look at the resources, which will be used prior to the session being taught. As a non-statutory/non-science sex education component, parents have the right to withdraw their children from the human conception session. Requests must be made in writing to Deputy Head (Pastoral). Parents are consulted in Year 6 and further communication is provided in the half term preceding the session. Where parents choose to withdraw their child from the session, alternative provision is made. Objectives covered in the human conception session are outlined below in Appendix 2.

Through Relationships Education, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This focuses on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, we balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

## Roles and Responsibility

### The Headmistress

- To be responsible for ensuring that PSHE and Relationships Education is taught consistently across the school

### Deputy Head (Pastoral) /Head of Junior House/Deputy Head (Teaching and Learning)

- To monitor the efficacy and impact of the PSHE and Relationships Education curriculum
- To help fulfil the aims of the PSHE and Relationships Education policy by embedding them in the wider curriculum and daily school life

### PSHE Head of Department

- To lead the PSHE and Relationships Education curriculum and keep abreast of developments
- To support members of staff in the delivery of the lessons
- To review and update the Policy on an annual basis and in line with DfE and ISI requirements
- To communicate regularly with Parents on specific health and relationship lessons

## Form Teachers

- To deliver PSHE and Relationships Education in a sensitive way
- To model positive attitudes to PSHE and Relationships Education
- To monitor pupil progress
- To regularly meet pupils in Form Teacher ‘Tutorials’ (See below)
- To respond to the needs of individual pupils and ensure that all pupils are able to participate fully in lessons regardless of ability or special educational needs and/or disability
- To ensure that they remain impartial when discussing personal, political or religious beliefs so their attitudes do not influence their teaching – DfE Political impartiality Guidance to be included in the Appendix of PSHE Handbook

## Pupils

- To engage fully in PSHE and Relationships Education and, when discussing issues related to these subjects, treat others with respect and sensitivity

## Parents

- To support the school’s approach to PSHE and Relationships Education
- To help their children cope with the emotional and physical aspects of growing up, taking into account their physical and mental wellbeing
- To support the development of their child’s understanding of relationships

## Procedures

Relationships Education is not taught in isolation. It is rooted in our PSHE programme, and the Science curriculum and it is supported by the school’s ethos and school rules. Lessons are accessible to all pupils including those with special educational needs and disabilities. PSHE is taught as a timetabled lesson at High March from Years 1 to 6 and is delivered by form teachers. All classes have one 30-minute lesson per week. In the Early Years Foundation Stage it is incorporated throughout all lessons, often linking to our school core values of ‘Kindness and Friendship’. There are cross curricular links in Religious Studies, Science, Physical Education, Computing, assemblies and Circle time.

## Teacher ‘Tutorials’

It is important for children to have opportunities to speak regularly about pastoral issues. Form staff at Upper School invite two children to stay behind during Tuesday Hymn Practice for a ‘Tutorial’. In a Tutorial, pupils meet and talk with their form teacher. It is a good opportunity for pupils to talk and staff to ask about school, home, friendships and other pastoral matters. There may be times when specific children are invited to attend a Tutorial, based on pastoral needs, but form teachers will see every child at least once each term. Children are also able to request a Tutorial, if they feel it necessary. Teachers will record notes from the tutorial on ‘Engage’ in the Pastoral Daybook, which are shared and reviewed by the Deputy Head (Pastoral). The Head of Junior House meets with children in Year 1 and Year 2 once a term to discuss pastoral care in the form of a tutorial.

## Delivery

All form tutors are familiar with this policy and the syllabus and will be prepared to support pupils and answer direct questions as appropriate. The School is committed to employing active learning methods which involve pupils’ full participation. It is essential that we help pupils develop confidence in talking, listening and thinking about relationships. Ground rules will be established with each class before Relationships Education lessons to create a safe environment for both teacher and pupils.

## Dealing with questions

Children of the same age may be developmentally at different stages, leading to different types of questions or behaviours. Some questions may be better dealt with on a one-to-one or small group basis, rather than the whole class. Teachers will be supported and prepared for the unexpected, for example:

- the ground rules should be referred to if a question is too personal
- if a teacher does not know the answer to a question, they should acknowledge this and research it later
- question boxes may be used so pupils may ask a question without having to do so publicly
- if a teacher feels that a question is too explicit, is too advanced for a pupil, is inappropriate for the whole class or raises any safeguarding concerns, the teacher should acknowledge the question and deal with it on an individual basis. The teacher will inform parents about any issue or question that he/she feels needs to be followed up at home unless that matter raises safeguarding concerns when advice will first be sought from the DSL
- if a teacher is concerned that a child has disclosed any matter which raises a safeguarding concern, they should follow the school's Safeguarding and Child Protection Policy and make a report to the DSL immediately

Staff members are aware that views around Relationships Education issues are varied. However, while personal views are respected, all issues are taught without bias using KAPOW Primary. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

## Right to Withdraw

**In line with the DfE guidance, there is no right for parents to withdraw their child from Relationship Education or Health Education (which includes learning about the changing adolescent body and puberty).**

**However, parents have the right to withdraw their children from the human conception session, which is a non-statutory/non-science component of sex education.**

## Curriculum and Design

Leading on from the EYFS framework, the KS1 and KS2 curriculum provision for PSHE (see Appendix 2) adopts a whole school approach and is based around three core themes:

- Health and Wellbeing
- Relationships
- Living in the wider world

Opportunities to cover the Programme of Study include:

- Discrete curriculum time of a regular PSHE lesson
- Relationship Education programme
- Teaching PSHE through and in other subjects/curriculum areas
- PSHE activities and school events
- Pupil Council
- Responsible Use Policy for Pupils
- SMSC policy
- Sustainability teams (Eco Committee and JRSOs) to promote green issues
- Assemblies and church services
- Charity work
- Trips and outings

- Line leaders, book monitors and other pupil jobs within the form group
- Links with the local community, external agencies and a range of visitors

A whole school approach is effective because pupils' personal and social development is influenced by many aspects of school life. The provision for PSHE will therefore play a central part in the cycle of whole school curriculum planning and development.

### **First Aid Training**

In the Spring Term, the Deputy Head (Pastoral), in conjunction with the Medical Welfare Officer, delivers First Aid training with pupils from Year 1 to 6. A letter to parents is sent beforehand to inform them about the purpose and content of the session. The aim is to engage pupils in a progressive programme of annual training to provide them with the knowledge and skills to know when and how to help someone safely, calmly and with kindness.

The children complete modules covering the following areas;

- The role of first aider
- Helping a conscious casualty
- Making an emergency call
- Cuts, Grazes and Minor Bleeding
- Broken Bones & Head Injuries
- Asthma and Anaphylactic Reactions
- The Conscious Casualty – Heart attacks & Brain attacks (Strokes)
- Serious Bleeding
- Choking
- Helping an Unresponsive and Breathing Casualty - The Recovery Position
- Unresponsive and not Breathing Casualty - Cardiac Arrest & CPR

The pupils use practical hands-on resources including Little Annie, CPR manikins and interactive resources from the British Red Cross. During the training with older pupils, the causes, signs and symptoms of life-threatening conditions such as strokes, heart attacks and cardiac arrests are sensitively discussed. On completion of the training, the children undertake a short quiz to be awarded a British Red Cross First Aid Champions certificate.

### **Early Years Provision**

PSHE is embedded in all that we do. We fulfil the objectives set out in the Early Years Framework and the relevant aspects support the aim of developing a child's personal, emotional and social development as set out in the framework. Citizenship education is also supported in the Reception classes where the children are encouraged to develop their 'knowledge and understanding of the world'.

### **Safeguarding and Confidentiality**

The best interests of the child are our main concern. Children have a right to expect school to be a safe and secure environment. Teachers need to be aware that effective Relationships Education can lead to disclosures from pupils, often unintentionally, that raise child protection concerns. Key points to be aware of are:

1. The school has in place a Safeguarding and Child Protection policy and an agreed approach to confidentiality which is consistent with current safeguarding and child protection principles and KCSIE 2024
2. Teachers can never offer or guarantee unconditional confidentiality
3. Any visitor from an outside agency involved with pupils in Relationships Education will be made aware of the confidentiality rules and whom to approach on the staff with concerns.

## Assessment

There are two broad areas for assessment in PSHE and Relationships Education:

1. Pupils' knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships. Clearly defined learning outcomes assist the assessment process.

In addition, we use the GL Pupil Attitudes to Self and School (PASS) survey to help us understand our pupil's attitudes to themselves and to learning and identify pupils in need of further support. PASS identifies a child's perceived learning capability, enabling us to respond to self-esteem issues and address potential barriers to learning by putting in place appropriate interventions. Form Teacher Tutorials have been used to address any individual concerns.

## Vocabulary

It is important to outline the correct terms and vocabulary used within PSHE and Relationships Education lessons to ensure continuity at school and home. The vocabulary list (appendix 3) is broken down into Year groups. Having the correct terminology is an important tool for children which enables them to express themselves properly. Children should not use vocabulary that is inaccurate or offensive. There are many words surrounding the PSHE and Relationships curriculum that may have negative connotations or be misunderstood by pupils. We encourage children to always use the correct terminology and encourage parents to reinforce this at home.

## Monitoring

PSHE and Relationships Education is monitored and reviewed annually by the Head of Department and Senior Leadership Team. Staff across High March meet regularly to review and discuss developments relating to the PSHE and Relationships Education curriculum.

## Legislation

This policy bears due regard to the following statutory guidance and documents:

- DfE Statutory guidance 'Relationships Education, Relationships and Sex Education Relationships Education and Health Education' (Updated September 2021)
- See also draft Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2024.
- Education Act (2002 – updated September 2024)
- DfE 'Mental Health and Behaviour in Schools' (June 2014 updated November 2018)
- Education and Inspections Act (2006– updated September 2024)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (September 2021)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2024)
- Political Impartiality Guidance in Schools (2022)



## Appendix 1

### DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Areas of Focus

By the end of primary school pupils should know:

Theme	Detail
<b>Families and people who care for me</b>	<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 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples)</li> </ul> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<b>Caring friendships</b>	<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>
<b>Respectful relationships</b>	<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>

	<ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<p><b>Online relationships</b></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>
<p><b>Being safe</b></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>

## Appendix 2

### Curriculum Provision – Scheme of Work – KAPOW Primary

Foundation Stage – See Foundation Stage Framework		
	Year 1	Year 2
Health and wellbeing	<ol style="list-style-type: none"> <li>1. Appropriate contact</li> <li>2. Medication</li> <li>3. Wonderful me</li> <li>4. What am I like?</li> <li>5. Ready for bed</li> <li>6. Relaxation</li> <li>7. Hand washing &amp; personal hygiene</li> <li>8. Sun safety</li> <li>9. Allergies</li> <li>10. People who help us stay healthy</li> </ol> <p>First aid modules:</p> <ul style="list-style-type: none"> <li>• Staying safe with medicine</li> <li>• Allergies/allergic reactions</li> <li>• Sun safety</li> <li>• The role of first aider</li> <li>• The Conscious Casualty – responsive and breathing</li> <li>• Look for Danger, Shout for help, kindness and coping</li> </ul>	<ol style="list-style-type: none"> <li>1. Experiencing different emotions</li> <li>2. Being active</li> <li>3. Relaxation</li> <li>4. Steps to success</li> <li>5. Growth mindset</li> <li>6. Healthy diet</li> <li>7. Dental health</li> <li>8. Appropriate contact</li> <li>9. Drug education</li> </ol> <p>First aid modules:</p> <ul style="list-style-type: none"> <li>• Drug education (Staying safe with medicine)</li> <li>• The role of first aider</li> <li>• The Unconscious Casualty – unresponsive and breathing</li> <li>• DRSABC &amp; the Recovery Position</li> <li>• Kindness and coping</li> <li>• Making an emergency call</li> </ul>
Relationships	<ol style="list-style-type: none"> <li>1. Introduction to RSE</li> <li>2. What is family?</li> <li>3. What are friendships?</li> <li>4. Family and friends help and support each other</li> <li>5. Making friends</li> <li>6. Friendship problems</li> <li>7. Healthy Friendships</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to RSE</li> <li>2. Families offer stability and love</li> <li>3. Families are all different</li> <li>4. Managing friendships</li> <li>5. Unhappy friendships</li> <li>6. Valuing me</li> <li>7. Manners &amp; courtesy</li> <li>8. Loss and change</li> </ol>
Living in the wider world	<ol style="list-style-type: none"> <li>1. Getting lost</li> <li>2. Making a call to the emergency services</li> <li>3. Asking for help</li> <li>4. Safety at home</li> <li>5. People who help to keep us safe</li> </ol> <p><b>Responsibility</b></p>	<ol style="list-style-type: none"> <li>1. Road safety</li> <li>2. The Internet</li> <li>3. Communicating - online</li> <li>4. Secrets and surprises</li> </ol> <p><b>Responsibility</b></p> <ol style="list-style-type: none"> <li>5. Rules beyond school</li> </ol>

<p>6. Rules 7. Caring for others: Animals 8. The needs of others</p> <p><b>Community</b> 9. Similar, yet different 10. Belonging</p> <p><b>Democracy</b> 11. Democratic decisions</p> <p><b>Money</b> 12. Introduction to money 13. Looking after money 14. Banks and building societies 15. Saving and spending</p> <p><b>Career and aspirations</b> 16. Jobs in school</p>	<p>6. Our school environment 7. Our local environment</p> <p><b>Community</b> 8. Job roles in our local community 9. Similar yet different: My local community</p> <p><b>Democracy</b> 10. School Council 11. Giving my opinion</p> <p><b>Money</b> 12. Where money comes from 13. Needs and wants 14. Wants and needs 15. Looking after money</p> <p><b>Career and aspirations</b> 16. Jobs</p>
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	Year 3	Year 4
Health and wellbeing	<ol style="list-style-type: none"> <li>1. Drugs, alcohol &amp; tobacco</li> <li>2. Keeping safe out and about</li> <li>3. My healthy diary</li> <li>4. Relaxation</li> <li>5. Who am I?</li> <li>6. My superpowers</li> <li>7. Breaking down barriers</li> <li>8. Dental health</li> </ol> <p><b>First Aid modules:</b></p> <ul style="list-style-type: none"> <li>• Emergencies and calling for help</li> <li>• The role of first aider</li> <li>• Broken Bones &amp; Head Injuries</li> <li>• The Unconscious Casualty – unresponsive and breathing</li> <li>• DRSABC, Recovery position</li> <li>• Making an emergency call</li> </ul>	<ol style="list-style-type: none"> <li>1. Share aware</li> <li>2. Privacy and secrecy</li> <li>3. The changing adolescent body (puberty)</li> <li>4. Diet and dental health</li> <li>5. Visualisation</li> <li>6. Celebrating mistakes</li> <li>7. My role</li> <li>8. My happiness</li> <li>9. Emotions</li> <li>10. Mental health</li> </ol> <p><b>First Aid modules:</b></p> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• The role of first aider</li> <li>• Asthma and Anaphylactic Reactions – inc Bites and Stings, inhalers and autoinjectors</li> <li>• Cuts, Grazes and Bleeding – inc. Nose bleeds, cleaning wounds, preventing infection, apply pressure, elevate and bandages</li> <li>• The Unconscious Casualty – unresponsive and breathing</li> <li>• DRSABC, Recovery position</li> <li>• Making an emergency call</li> </ul>

Relationships	<ol style="list-style-type: none"> <li>1. Introduction to RSE</li> <li>2. Healthy families</li> <li>3. Friendships - conflict</li> <li>4. Effective communication</li> <li>5. Learning who to trust</li> <li>6. Respecting differences</li> <li>7. Stereotyping</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to RSE</li> <li>2. Respect &amp; manners</li> <li>3. Healthy friendships</li> <li>4. My behaviour</li> <li>5. Bullying</li> <li>6. Stereotypes</li> <li>7. Families in the wider world</li> <li>8. Loss and change</li> </ol>
Living in the wider world	<ol style="list-style-type: none"> <li>1. Communicating safely online</li> <li>2. Online safety</li> <li>3. Fake emails</li> </ol> <p><b>Responsibility</b></p> <ol style="list-style-type: none"> <li>4. Rights of the child</li> <li>5. Rights and responsibilities</li> <li>6. Recycling</li> </ol> <p><b>Community</b></p> <ol style="list-style-type: none"> <li>7. Local community groups</li> <li>8. Charity</li> </ol> <p><b>Democracy</b></p> <ol style="list-style-type: none"> <li>9. Local democracy</li> <li>10. Rules</li> </ol> <p><b>Money</b></p> <ol style="list-style-type: none"> <li>11. Ways of paying</li> <li>12. Budgeting</li> <li>13. How spending affects others</li> <li>14. Impact of spending</li> </ol> <p><b>Career and aspirations</b></p> <ol style="list-style-type: none"> <li>15. Jobs and careers</li> <li>16. Gender and careers</li> </ol>	<ol style="list-style-type: none"> <li>1. Online restrictions</li> <li>2. Consuming information online</li> </ol> <p><b>Responsibility</b></p> <ol style="list-style-type: none"> <li>3. What are human rights?</li> <li>4. for the environment</li> </ol> <p><b>Community</b></p> <ol style="list-style-type: none"> <li>5. Community groups</li> <li>6. Contributing</li> <li>7. Diverse communities</li> </ol> <p><b>Democracy</b></p> <ol style="list-style-type: none"> <li>8. Local councillors</li> </ol> <p><b>Money</b></p> <ol style="list-style-type: none"> <li>9. Spending choices/ value for money</li> <li>10. Keeping track of money</li> <li>11. Looking after money</li> </ol> <p><b>Career and aspirations</b></p> <ol style="list-style-type: none"> <li>12. Influences on career choices</li> <li>13. Jobs for me</li> </ol>
	<b>Year 5</b>	<b>Year 6</b>

Health and wellbeing	<ol style="list-style-type: none"> <li>1. The changing adolescent body (puberty, including menstruation)</li> <li>2. Drug education</li> <li>3. Relaxation</li> <li>4. The importance of rest</li> <li>5. Embracing failure</li> <li>6. Going for goals</li> <li>7. Taking responsibility for my feelings</li> <li>8. Healthy meals</li> <li>9. Sun safety</li> </ol> <p><b>First Aid modules:</b></p> <ul style="list-style-type: none"> <li>• The role of first aider</li> <li>• The Conscious Casualty – responsive and breathing- Heart attacks &amp; Brain attacks</li> <li>• Drug &amp; Health Education – Smoking, high fat diet, lack of exercise risk factors for Heart Attacks &amp; Strokes</li> <li>• The Unconscious Casualty – unresponsive and breathing, DRSABC, Recovery position</li> <li>• Choking – back blows and abdominal thrusts</li> <li>• Making an emergency call</li> </ul>	<ol style="list-style-type: none"> <li>1. Menstruation/Puberty</li> <li>2. Human conception (Parents may withdraw)</li> <li>3. Development of a baby during pregnancy (Parents may withdraw)</li> <li>4. Drugs alcohol &amp; tobacco</li> <li>5. What can I be?</li> <li>6. Mindfulness</li> <li>7. Taking responsibility for my health</li> <li>8. Resilience toolkit</li> <li>9. Immunisation</li> <li>10. Health concerns</li> <li>11. Creating habits</li> <li>12. The effects of technology on health</li> <li>13. What is identity</li> <li>14. Identity and body image</li> </ol> <p><b>First Aid modules:</b></p> <ul style="list-style-type: none"> <li>• Drugs &amp; Alcohol</li> <li>• Immunisation</li> <li>• The role of first aider</li> <li>• Serious Bleeding (knife/stabbing injury)</li> <li>• The Unconscious Casualty – unresponsive and breathing, DRSABC, Recovery position</li> <li>• The Unconscious Casualty – unresponsive and <b>NOT</b> breathing – Cardiac Arrest</li> <li>• Rescue Breaths &amp; CPR</li> <li>• Using an AED</li> <li>• Making an emergency call</li> </ul>
Relationships	<ol style="list-style-type: none"> <li>1. Introduction to RSE</li> <li>2. Build a friend</li> <li>3. Resolving conflict</li> <li>4. Respecting myself</li> <li>5. Family life</li> <li>6. Bullying</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to RSE</li> <li>2. Respect</li> <li>3. Developing respectful relationships</li> <li>4. Stereotypes</li> <li>5. Bullying</li> <li>6. Being me</li> <li>7. Loss and change</li> <li>8. Consent and the age of consent (as part of conception lesson)</li> </ol>
Living in the wider world	<ol style="list-style-type: none"> <li>1. Online friendships</li> <li>2. Identifying online dangers</li> </ol> <p><b>Responsibility</b></p> <ol style="list-style-type: none"> <li>3. Breaking the law</li> <li>4. Rights and responsibilities</li> <li>5. Protecting the planet</li> </ol>	<ol style="list-style-type: none"> <li>1. Critical digital consumers</li> <li>2. Social media</li> </ol> <p><b>Responsibility</b></p> <ol style="list-style-type: none"> <li>3. Human rights</li> <li>4. choices and the environment</li> </ol>

<p><b>Community</b></p> <p>6. Contributing to the community</p> <p>7. Pressure groups</p> <p><b>Democracy</b></p> <p>8. Parliament</p> <p><b>Money</b></p> <p>9. Borrowing</p> <p>10. Income and expenditure</p> <p>11. Risks with money</p> <p>12. Prioritising spending</p> <p><b>Career and aspirations</b></p> <p>13. Stereotypes in the workplace</p>	<p>5. Caring for others</p> <p><b>Community</b></p> <p>6. Prejudice and discrimination</p> <p>7. Valuing diversity</p> <p><b>Democracy</b></p> <p>8. National democracy</p> <p><b>Money</b></p> <p>9. Attitudes to money</p> <p>10. Keeping money safe</p> <p>11. Gambling</p> <p><b>Career and aspirations</b></p> <p>12. What jobs are available</p> <p>13. Career routes</p>
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### Appendix 3

### Key Vocabulary used across the PSHE and Relationships curriculum (Year 1-6)

Year 1	Key Vocabulary used	
	Accident	Medicine
	Allergy	Pet
	Banks and building societies	Physical contact
	Behaviour	Polite
	Care	Problem
	Cash	Qualities
	Democracy	Relax
	Different	Respect
	Drug	Responsibility
	Earn	Role
	Emergency	Rule
	Emotions	Save
	Fair	Similar
	Family	Skill
	Feelings	Spend
	Friend	Stereotype
	Friendly	Trust
	Germs	Unique
	Hazards	Value
	Ill (poorly)	Vote

Year 2	Key Vocabulary used	
	Coins Diet Exercise Election Environment Friendship Goal Growth mindset Healthy Identity Job Love Manners	Need Notes Priority Opinion Relaxation Rule Physical activity Notes School council Skill Strengths Volunteer Vote Want

Year 3	Key Vocabulary used	
	Alone Balance Barriers Belonging Budget Bullying Charity Communication Community Council Councillor Empathy Expense Feeling Human rights	Identity Law Lonely Open question Qualification Recycling Resilience Similar Solve Stereotype Stretch Sympathy Trust United Nations/UN

Year 4	Key Vocabulary used	
	Act of kindness Age restriction Asthma Authority Bank balance Bank statement Bereavement	Fluoride Genitals Law Local government Mental health Negative emotions Permission



	Boundaries Breasts Bystander Cabinet Career Council officer Debit card Diversity	Positive emotions Protect Puberty Public Reuse Tobacco Visualise
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Year 5	Key Vocabulary used	
	Attraction Attributes Bladder Cervix Clitoris Cyberbullying Decision Defendant Discrimination Egg/ova Expenditure Fail Fallopian tube Freedom of expression Friend Government House of Commons Income Influence Interest Judge Jury Labia	Marriage Member of Parliament (MP) Menstruation/period Nipples Ovary/ovaries Parliament Pressure group Prime Minister Protect Pubic hair Repayment Responsibility Scrotum Secret Sperm duct Steps Trial Urethra Uterus Vaginal opening Wedding Womb

Year 6	Key Vocabulary used	
	Alcohol Authority Bleeding Change Cervix Clitoris Conception Concern Consent	Penis PIN Pregnant Prejudice Protected characteristics Relationship Resolve Labia Menstruation/period

Conflict	Nipples
Discrimination	Ovary/ovaries
Earn	Pubic hair
Egg/ovary	Scrotum
Erection	Sexual intercourse
Expectation	Sperm
Fallopian tube	Sperm duct
Feelings	Testicle
Fertilise	Urethra
Gambling	Uterus
Grief	Vaccination
Grieving	Vagina
Habit	Vaginal opening
Internet trolling	Womb
Menstruation	
Ministers	