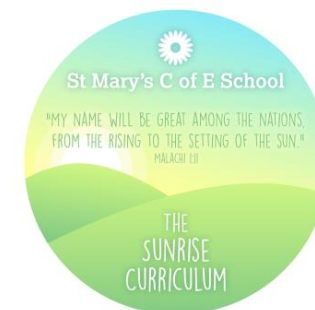


(Note: This curriculum overview has been produced with reference to the Draft Guidance for Statutory Relationships and Sex Education, scheduled for national roll-out in September 2020).

PSHE 2018-2019: Autumn Spring Summer

Curriculum Intent:

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. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support



	Previous Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Progression into KS3
Families and people who care for me	EYFS Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	That families are important for children growing up because they Can give love, security and stability. 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.	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. 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 for them. How to recognise if family relationships are making them feel	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 for them.	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	How to recognise if family relationships are making them feel Unhappy or unsafe, and how to seek help or advice from others if needed	That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is Intended to be lifelong.	The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception,

			Unhappy or unsafe, and how to seek help or advice from others if needed					developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
Caring Friendships		How important friendships are in making us feel happy and secure, and how people choose and make friends.	That healthy friendships are positive and welcoming towards Others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge When a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed	How to recognise who to trust and who not to trust, how to judge When a friendship is making them feel unhappy or uncomfortable, How to manage these situations and how to seek help or advice from others, if needed	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.	The characteristics of friendships, including mutual respect, Truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.	The characteristics of friendships, including mutual respect, Truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.	
Respectful relationships		<ul style="list-style-type: none"> 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. 						
		<p>The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness.</p> <p>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.</p>	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.	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	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.	The importance of permission-seeking and giving in relationships with friends, peers and adults.	The importance of permission-seeking and giving in relationships with friends, peers and adults.	
Online Relationships		The rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.	How information and data is shared and used online.	The rules and principles for keeping safe online, how to recognize risks, harmful content and contact,	How to critically consider their online friendships and sources of information including awareness of the risks	That people sometimes behave differently online, including by pretending to be someone they are not.	That the same principles apply to online relationships as to face-to face relationships, including the	

				and how to report them. How information and data is shared and used online.	associated with people they have never met.		importance of respect for others Online including when we are anonymous.	
Being Safe		<p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>How to respond safely and appropriately to adults they may Encounter who they do not know.</p> <p>Where to get advice from e.g. Family, school and/or other sources.</p>	<p>That each person's body belongs to them, and the differences Between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>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.</p>	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	How to respond safely and appropriately to adults they may Encounter who they do not know.	How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.	