



Durham and Newcastle Diocesan Learning Trust (DNDLT)

Company Number 10847279

Policy for Relationships, Sex Education and Health Education

Programme of Study

September 2021

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Version: 2

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| Relationship Education | Families and people who care for me <i>SIAMS Evaluation</i> Strand 5: Dignity and Respect <i>How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.</i> <i>In creating a school environment built on dignity and respect, the school must evaluate:</i> <i>a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?</i> <i>b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?</i> <i>c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)</i> | |
| By the end of primary school pupils should know: | <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | |
| Phase | Key knowledge | Vocabulary |
| Year 1 & 2 | <ol style="list-style-type: none"> 1. about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers 2. the role these different people play in children's lives and how they care for them 3. what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. 4. about the importance of telling someone — and how to tell them — if they are worried about something in their family | Family, Different , Similarities, Belonging Parents, carers, grandparents, uncles, aunties, nieces, nephews, cousins, Godparents Special, Relationship, Important Cooperate |

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| Year 3 & 4 | <ol style="list-style-type: none"> 5. to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents 6. that being part of a family provides support, stability and love 7. about the positive aspects of being part of a family, such as spending time together and caring for each other 8. about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty 9. to identify if/when something in a family might make someone upset or worried 10. what to do and whom to tell if family relationships are making them feel unhappy or unsafe | <p>Family, Loving, Caring, Safe, Respect, Connected, Difference, Similarities, Special, Family, Conflict, Solve it together, Solutions, Resolve, Responsibilities, Stereotype</p> <p>Personal, Unique, Characteristics</p> <p>Parents, Change, Attraction Pressure</p> <p>Personal Comfortable</p> <p>Special Love Appreciation</p> <p>Symbol Care</p> |
| Year 5 & 6 | <ol style="list-style-type: none"> 11. what it means to be attracted to someone and different kinds of loving relationships 12. that people who love each other can be of any gender, ethnicity or faith 13. the difference between gender identity and sexual orientation and everyone's right to be loved 14. about the qualities of healthy relationships that help individuals flourish 15. ways in which couples show their love and commitment to one another, including those who are not married or who live apart 16. what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults 17. that people have the right to choose whom they marry or whether to get married 18. that to force anyone into marriage is illegal 19. how and where to report forced marriage or ask for help if they are worried | <p>Grown up, Adult, Lifestyle, Culture, Society</p> <p>Attraction, Relationship, Pressure, Love, Feeling, Achievement</p> |
| Resources including literature | <ul style="list-style-type: none"> • Jigsaw -Relationships and Changing Me / PowerPoint with families / family cards – animals / Planet Zarg PowerPoint • SEAL resources: relationships (blue set of resources) It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy. In addition, there is a focus throughout the theme on helping children understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home, or a loved one. • www.positivepenguins.com - lesson plans exploring feelings and emotions. | |

- <https://www.theproudtrust.org/resources/resource-downloads/glossary/> - The Proud Trust Glossary, gives an easy to read list of some of the most common identities and terms used, when talking about sexual orientation and gender identity.
- Love has no labels video <https://www.youtube.com/watch?v=PnDgZuGihHs>
- <https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0> - free downloadable resources, toolkits and posters. Stonewall helps to tackle homophobic, biphobic and transphobic bullying in education. See website for resources to help create a safe and inclusive school setting for all.
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/adoptables-schools-toolkit-coram-life-education> - A resource exploring issues adopted young people may experience at school, and raising awareness of these challenges amongst students and staff. (KS2)
- <http://www.agendaonline.co.uk> – A resource for practitioners who want to empower children (Age 7-11) to make positive relationships in their schools and communities. Can be used to develop inclusive, relevant and rights respecting relationships and sexuality education.

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| Relationship Education | Caring Friendships <i>SIAMS Evaluation Schedule</i> Strand 4: Community and Living Well Together <i>How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.</i> <i>To what extent does your school's Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation?</i> | |
| By the end of primary school pupils should know: | <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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. | |
| Phase | Key knowledge | Vocabulary |
| Year 1 & 2 | 20. about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers 21. the role these different people play in children's lives and how they care for them 22. how to be a good friend, e.g. kindness, listening, honesty 23. about different ways that people meet and make friends 24. strategies for positive play with friends, e.g. joining in, including others, etc. 25. about what causes arguments between friends 26. how to positively resolve arguments between friends 27. how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else | Family, Belong, Different, Same, Friends, Friendship, Qualities, Praise, Caring, Sharing, Kind, Team Work, Achieve, Working Together. Diversity, Difference, Fairness, Kindness, Conflict, Points of View, Likes/Dislikes, Problem Solving |
| Year 3 & 4 | 28. about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty | Fairness, Choices, Feelings, Friendship, Conflict Solution, Problem Solving, Relationships, Happiness, |

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| | <p>29. about the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>30. strategies to build positive friendships</p> <p>31. how to seek support with relationships if they feel lonely or excluded</p> | <p>Included, Welcome, Valued, Team, Accept Differences, Conflict, Negotiate, Compromise, Trust, Loyalty, Empathy, Forgiveness.</p> |
| Year 5 & 6 | <p>32. what makes a healthy friendship and how they make people feel included</p> <p>33. strategies to help someone feel included</p> <p>34. about peer influence and how it can make people feel or behave</p> <p>35. the impact of the need for peer approval in different situations, including online</p> <p>36. strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>37. that it is common for friendships to experience challenges</p> <p>38. strategies to positively resolve disputes and reconcile differences in friendships</p> <p>39. that friendships can change over time and the benefits of having new and different types of friends</p> <p>40. how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>41. when and how to seek support in relation to friendships</p> <p>42. to compare the features of a healthy and unhealthy friendship</p> <p>43. about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>44. what consent means and how to seek and give/not give permission in different situations</p> | <p>Rights, Responsibility, Consequences, Choices, Cooperation, Collaboration, Debate, Motivation, Respect, Pressure, Risky, Safe, Vulnerable</p> <p>Secure, Participation, Rights Responsibility, Collaboration, Empathy, Behaviour, Choices, Consequences, Democracy, Decisions,</p> |
| Resources including literature | <p>Jigsaw - Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships https://metrocharity.org.uk/ https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p> | |

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| Relationship Education | Respectful Relationships <i>SIAMS Evaluation</i> Strand 5: Dignity and Respect <i>How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.</i> <i>In creating a school environment built on dignity and respect, the school must evaluate:</i> <i>a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?</i> <i>b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?</i> <i>c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)</i> | |
| By the end of primary school pupils should know: | <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. | |
| Phase | Key knowledge | Vocabulary |
| Year 1 & 2 | 45. what kind and unkind behaviour mean in and out school 46. how kind and unkind behaviour can make people feel 47. about what respect means 48. about class rules, being polite to others, sharing and taking turns 49. about the things they have in common with their friends, classmates, and other people 50. how friends can have both similarities and differences 51. how to play and work cooperatively in different groups and situations | Same, Different, Change, Proud Respect, Support, Stereotypes Trust, Honesty, Reliable, Acceptable, Unacceptable, Comfortable, Uncomfortable, Resilience, |

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| | 52. how to share their ideas and listen to others, take part in discussions, and give reasons for their views | |
| Year 3 & 4 | <p>53. to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>54. how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>55. the importance of self-respect and their right to be treated respectfully by others</p> <p>56. what it means to treat others, and be treated, politely</p> <p>57. the ways in which people show respect and courtesy in different cultures and in wider society</p> <p>58. to recognise differences between people such as gender, race, faith</p> <p>59. to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>60. about the importance of respecting the differences and similarities between people</p> <p>61. a vocabulary to sensitively discuss difference and include everyone</p> | <p>Caring, Safe, Difference, Special, Conflict, Solution, Resolve, Bystanding, Bullying, Gay, Unkind Feelings, Tell, Value, Worries, Consequences, Hurtful, Praise</p> <p>Welcomed, Valued, Team, Cooperation, Assertive, Agree, Disagree, Pressure</p> |
| Year 5 & 6 | <p>62. to recognise that everyone should be treated equally</p> <p>63. why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>64. what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>65. to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p> <p>66. the impact of discrimination on individuals, groups and wider society</p> <p>67. ways to safely challenge discrimination</p> <p>68. how to report discrimination online</p> <p>69. about the link between values and behaviour and how to be a positive role model</p> <p>70. how to discuss issues respectfully</p> <p>71. how to listen to and respect other points of view</p> <p>72. how to constructively challenge points of view they disagree with</p> <p>73. ways to participate effectively in discussions online and manage conflict or disagreements</p> | <p>Appreciation, Challenge, Rights, Responsibility, Consequences, Similarity, Differences, Culture.</p> <p>Rights, Empathy, Consequences, Collaboration, Cooperation, Responsibilities, Normal, Disability, Empathy, Diversity, Bullying, Power, Control, Pressure, Assertiveness</p> |
| Resources including literature | <p>https://learning.nspcc.org.uk/research-resources/schools/pants-teaching#</p> <p>https://plprimarystars.com/resources</p> <p>Premier League Primary Stars-KS2 Behaviour/relationships</p> <p>Do the right thing Premier League Primary Stars KS2 PSHE Developing values</p> | |

<https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources>

Jigsaw – Being Me, Celebrating Difference, Dreams and Goals, Relationships and Changing Me

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| Relationship Education | Online Relationships <i>SIAMS Evaluation</i> Strand 5: Dignity and Respect <i>How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.</i> <i>In creating a school environment built on dignity and respect, the school must evaluate:</i> <i>a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?</i> <i>b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?</i> <i>c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)</i> | |
| By the end of primary school pupils should know: | <ul style="list-style-type: none"> • 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 importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. | |
| Phase | Key knowledge | Vocabulary |
| Year 1 & 2 | 74. basic rules for keeping safe online 75. whom to tell if they see something online that makes them feel unhappy, worried, or scared | Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact |
| Year 3 & 4 | 76. how to recognise risks online such as harmful content or contact 77. how people may behave differently online including pretending to be someone they are not | Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact, cyberbullying, |

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| | <p>78. how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</p> <p>79. how to communicate respectfully with friends when using digital devices</p> <p>80. how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know</p> <p>81. what to do or whom to tell if they are worried about any contact online</p> <p>82. What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>83. about what privacy and personal boundaries are, including online</p> <p>84. basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>85. that bullying and hurtful behaviour is unacceptable in any situation</p> <p>86. about the effects and consequences of bullying for the people involved</p> <p>87. about bullying online, and the similarities and differences to face-to-face bullying</p> | <p>password, protect, concern, SMART, danger, online personas, unwanted, digital, device</p> |
| <p>Year 5 & 6</p> | <p>88. strategies to respond to pressure from friends including online</p> <p>89. how to assess the risk of different online ‘challenges’ and ‘dares’</p> <p>90. how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>91. how to get advice and report concerns about personal safety, including online</p> <p>92. ways to participate effectively in discussions online and manage conflict or disagreements</p> <p>93. to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p> <p>94. how to report discrimination online</p> <p>95. the impact of the need for peer approval in different situations, including online</p> <p>96. how to model respectful behaviour in different situations e.g. at home, at school, online</p> | <p>Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact, cyberbullying, password, protect, concern, SMART, danger, online personas, unwanted, digital, device, screen time, digital footprint, social media, restrictions, sharing, sensibly</p> |

Resources including literature

ThinkUKnow – Jessie and Friends/Lee and Kim
Jigsaw Safety Online Communities- Online safety statement game
Online Safety Video - Hectors World
TES- Online Internet Safety Lesson Plan and Resources- sorting cards safe and not safe on the internet
Twinkl – Online safety Powerpoints
Twinkl- Buddy the dog internet safety
Lee and Kim – Animal Adventure – ThinkUKnow
SID’s song

Google: Internet Legends/Safety Tips
Comic Book Capers
WebWise – My Selfie in the Wider World
It’s Up To Us
Saferinternet.org.uk – SMART resources
ChildNet – Only a Game, What is reliable?, The Smart Crew
Digizen – Digital Values
CEOP – Cyber Café
UK Safer Internet Centre
BBC – Lonely Princess/It’s Personal resources/Do you know how to stay safe?
DfE – Advice for schools 2014

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| Relationship Education | Being safe SIAMS Evaluation Strand 5: Dignity and Respect <i>How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.</i> <i>In creating a school environment built on dignity and respect, the school must evaluate:</i> <i>a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?</i> <i>b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?</i> <i>c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)</i> | |
| By the end of primary school pupils should know: | <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. | |
| Phase | Key knowledge | Vocabulary |
| Year 1 & 2 | 97. how rules keep us safe 98. about situations when someone's body or feelings might be hurt and whom to go to for help 99. about what it means to keep something private, including parts of the body that are private 100. to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) 101. how to respond if being touched makes them feel uncomfortable or unsafe 102. when it is important to ask for permission to touch others 103. how to ask for and give/not give permission | Safe, Special, Calm, Like, Dislike, Confidentiality, Greeting, Touch, Feel, Texture Good secret, Worry secret, Telling, Adult, Trust, Honesty, Reliability, Private, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable. |

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| | <p>104. how to recognise hurtful behaviour, including online</p> <p>105. what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>106. about what bullying is and different types of bullying</p> <p>107. how someone may feel if they are being bullied</p> <p>108. about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</p> <p>109. how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>110. how to ask for help if they feel unsafe or worried and what vocabulary to use</p> <p>111. how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>112. how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</p> <p>113. to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> | |
| Year 3 & 4 | <p>114. What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>115. about what privacy and personal boundaries are, including online</p> <p>116. basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>117. that bullying and hurtful behaviour is unacceptable in any situation</p> <p>118. about the effects and consequences of bullying for the people involved</p> <p>119. about bullying online, and the similarities and differences to face-to-face bullying</p> <p>120. what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> <p>121. to differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>122. how to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>123. recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> | <p>Safe Scared, Strategy, Anxious, Advice, Harmful Risk, Feeling, Attraction, Pressure, Peers, Personal, Comfortable, Appreciation, Care, Anxiety, Fear, Assertive, Believe, Right, Wrong</p> |

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| | <p>124. how to manage pressures associated with dares</p> <p>125. when it is right to keep or break a confidence or share a secret</p> <p>126. how to recognise risks online such as harmful content or contact</p> <p>127. how people may behave differently online including pretending to be someone they are not</p> <p>128. how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p> <p>129. how to identify typical hazards at home and in school</p> <p>130. how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>131. about fire safety at home including the need for smoke alarms</p> <p>132. the importance of following safety rules from parents and other adults</p> <p>133. how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p> | |
| <p>Year 5 & 6</p> | <p>134. to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>135. how to ask for, give and not give permission for physical contact</p> <p>136. how it feels in a person's mind and body when they are uncomfortable</p> <p>137. that it is never someone's fault if they have experienced unacceptable contact</p> <p>138. how to respond to unwanted or unacceptable physical contact</p> <p>139. that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p> <p>140. whom to tell if they are concerned about unwanted physical contact</p> <p>141. to compare the features of a healthy and unhealthy friendship</p> <p>142. about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>143. strategies to respond to pressure from friends including online</p> | <p>Direct, Indirect, Cyberbullying, Respect, Body Image, Being Respectably, Age Limit, Rights, Choice, Irresponsible Choice, Risks, Grooming, Trolled, Gambling, Consequences, Power, Struggle, Control, Harassment, Exploited, Criminal, Illegal, Assertive, Authority,</p> |

- 144. how to assess the risk of different online 'challenges' and 'dares'
- 145. how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- 146. how to get advice and report concerns about personal safety, including online
- 147. what consent means and how to seek and give/not give permission in different situations
- 148. to identify when situations are becoming risky, unsafe or an emergency
- 149. to identify occasions where they can help take responsibility for their own safety
- 150. to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
- 151. that female genital mutilation (FGM) is against British law¹
- 152. what to do and whom to tell if they think they or someone they know might be at risk of FGM

Resources including literature

- <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme>
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends>
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources>
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety>
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme>
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-share>

Jigsaw- Being Me In My World, Celebrating Differences, Relationships, Changing Me
 Smartie The Penguin

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| Physical health and mental wellbeing | Mental Wellbeing <i>SIAMS Evaluation Schedule</i> Strand 4: Community and Living Well Together <i>How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.</i> <i>How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?</i> | |
| By the end of primary school pupils should know: | <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | |
| Phase | Key knowledge | Vocabulary |
| Year 1 & 2 | 153. what it means to be healthy and why it is important 154. about routines and habits for maintaining good mental health 155. how to describe and share a range of feelings 156. ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others 157. how to manage big feelings including those associated with change, loss and bereavement 158. when and how to ask for help, and how to help others, with their feelings | like, not like, love, happy, sad, angry, upset, scared friendships, relationships, feelings, love, frustrated, obstacles, fair/unfair belong, calm down, steady, problem solve, uncomfortable, comfortable |

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| | <p>159. to recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <p>160. how to manage and whom to tell when finding things difficult, or when things go wrong</p> <p>161. how they are the same and different to others</p> <p>162. about different kinds of feelings</p> <p>163. how to recognise feelings in themselves and others</p> <p>164. how feelings can affect how people behave</p> | <p>worried, nervous, mental health and wellbeing</p> |
| <p>Year 3 & 4</p> | <p>165. that regular exercise such as walking or cycling has positive benefits for their mental health</p> <p>166. about the things that affect feelings both positively and negatively</p> <p>167. strategies to identify and talk about their feelings</p> <p>168. about some of the different ways people express feelings e.g. words, actions, body language</p> <p>169. to recognise how feelings can change overtime and become more or less powerful</p> <p>170. that everyone is an individual and has unique and valuable contributions to make</p> <p>171. to recognise how strengths and interests form part of a person's identity</p> <p>172. how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>173. to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</p> <p>174. basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> | <p>Boredom, anticipation, resentment, excitement, frightened, anxious</p> <p>Nervous, belonging, expected, rejected, left out, hopeful, thoughts, scared</p> |
| <p>Year 5 & 6</p> | <p>175. that mental health is just as important as physical health and that both need looking after</p> <p>176. to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p>177. how to recognise, respect and express their individuality and personal qualities</p> <p>178. about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p>179. ways to boost their mood and improve emotional wellbeing</p> <p>180. about the link between participating in interests, hobbies and community groups</p> <p>181. and mental wellbeing</p> <p>182. how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p> | <p>trust, fears, repercussions, apologising, honesty, forgiveness, seeking advice, expressing feelings</p> <p>insecure/secure</p> <p>sore spot</p> <p>over reaction</p> <p>humiliation</p> <p>gossip</p> <p>rumour</p> <p>mixed feelings</p> <p>empathy</p> |

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| | <p>183. positive strategies for managing feelings</p> <p>184. that there are situations when someone may experience mixed or conflicting feelings</p> <p>185. how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</p> <p>186. to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</p> <p>187. identify where they and others can ask for help and support with mental wellbeing in and outside school</p> <p>188. the importance of asking for support from a trusted adult</p> <p>189. about the changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>190. that changes can mean people experience feelings of loss or grief</p> <p>191. about the process of grieving and how grief can be expressed</p> <p>192. about strategies that can help someone cope with the feelings associated with change or loss</p> <p>193. to identify how to ask for help and support with loss, grief or other aspects of change</p> | <p>empathise</p> <p>nervousness</p> <p>Worried</p> <p>secure/insecure</p> <p>anxiety/anxious</p> <p>Petrified</p> <p>terrified</p> |
| <p>Resources including literature</p> | <p>https://www.thriveapproach.com/</p> <p>https://www.pshe-association.org.uk/content/guidance-and-lessons-teaching-about-mental-health Mental health and wellbeing lessons (KS1)</p> <p>https://www.minded.org.uk MindEd educational resources on children and young people’s mental health</p> <p>https://www.1decision.co.uk/ (5-8) -Keeping/staying healthy / (5-8) -Feelings & emotions</p> <p>https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</p> <p>Child Bereavement UK https://www.childbereavementuk.org</p> <p>Winston's wish https://www.winstonswish.org/coronavirus/</p> | |

Winston's wish is a charity which has many resources to help us specifically through this challenging time. Winston's Wish supports bereaved children, young people, their families, and the professionals who support them.

At a Loss <https://www.ataloss.org>

A Christian based organisation. Does not focus specifically on children.

Has a helpful short film to support others who are bereaved <https://www.ataloss.org/Pages/FAQs/Category/coronavirus-pandemic>

Cruse Bereavement Care <https://www.cruse.org.uk/>

Informative website with a lot of resources.

- It has specific section for schools and resources, for young people, for parents, for those supporting the bereaved and for understanding bereavement.
- It has a helpful 'page' on what to say
- <https://www.cruse.org.uk/get-help/coronavirus/coronavirus-what-say-when-someone-grieving>

Hope Again <https://www.hopeagain.org.uk/>

Hope Again is the youth website of Cruse Bereavement Care. It is a safe place where you can learn from other young people, how to cope with grief, and feel less alone.

Here you will find information about their services, a listening ear from other young people and advice for any young person dealing with the loss of a loved one.

It has personal stories/films and comments in a 'youth helpful' way

Physical health and mental wellbeing

Internet safety and harms

SIAMS Evaluation Schedule

Strand 4: Community and Living Well Together

How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.

How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

By the end of primary school pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

| Phase | Key knowledge | Vocabulary |
|------------|---|------------|
| Year 1 & 2 | 194. how and why people use the internet 195. the benefits of using the internet and digital devices 196. how people find things out and communicate safely with others online 197. why some things have age restrictions, e.g. TV and film, games, toys or play areas 198. basic rules for keeping safe online 199. whom to tell if they see something online that makes them feel unhappy, worried, or scared 200. the ways in which people can access the internet e.g. phones, tablets, computers 201. to recognise the purpose and value of the internet in everyday life | |

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| | <p>202. to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>203. that information online might not always be true</p> | |
| Year 3 & 4 | <p>204. how the internet can be used positively for leisure, for school and for work</p> <p>205. to recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>206. strategies to recognise whether something they see online is true or accurate</p> <p>207. to evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>208. to make safe, reliable choices from search results</p> <p>209. how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p>210. that everything shared online has a digital footprint</p> <p>211. that organisations can use personal information to encourage people to buy things</p> <p>212. to recognise what online adverts look like</p> <p>213. to compare content shared for factual purposes and for advertising</p> <p>214. why people might choose to buy or not buy something online e.g. from seeing an advert</p> <p>215. that search results are ordered based on the popularity of the website and that this can affect what information people access</p> | |

Year 5 & 6

- 216. to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
- 217. basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
- 218. that some media and online content promote stereotypes
- 219. how to assess which search results are more reliable than others
- 220. to recognise unsafe or suspicious content online
- 221. how devices store and share information
- 222. how to protect personal information online
- 223. about the benefits of safe internet use e.g. learning, connecting and communicating
- 224. how and why images online might be manipulated, altered, or faked
- 225. how to recognise when images might have been altered
- 226. why people choose to communicate through social media and some of the risks and challenges of doing so
- 227. that social media sites have age restrictions and regulations for use
- 228. the reasons why some media and online content is not appropriate for children
- 229. how online content can be designed to manipulate people's emotions and encourage them to read or share things
- 230. about sharing things online, including rules and laws relating to this
- 231. how to recognise what is appropriate to share online
- 232. how to report inappropriate online content or contact
- 233. how to protect personal information online
- 234. to identify potential risks of personal information being misused
- 235. strategies for dealing with requests for personal information or images of themselves
- 236. to identify types of images that are appropriate to share with others and those which might not

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| | <p>be appropriate</p> <p>237. that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</p> <p>238. what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</p> <p>239. how to report the misuse of personal information or sharing of upsetting content/ images online</p> <p>240. about the different age rating systems for social media, T.V, films, games and online gaming</p> <p>241. why age restrictions are important and how they help people make safe decisions about what to watch, use or play</p> <p>242. how balancing time online with other activities helps to maintain their health and wellbeing</p> <p>243. strategies to manage time spent online and foster positive habits e.g. switching phone off at night</p> <p>244. what to do and whom to tell if they are frightened or worried about something they have seen online</p> <p>245. how to protect personal information online</p> | |
| <p>Resources including literature</p> | <p>Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.</p> <p>Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.</p> <p>Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.</p> | |

Physical health and mental wellbeing

Physical health and fitness

SIAMS Evaluation Schedule
Strand 4: Community and Living Well Together
How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.

How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

By the end of primary school pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Phase

Key knowledge

Vocabulary

Year 1 & 2

1. what it means to be healthy and why it is important
2. about physical activity and how it keeps people healthy
3. about different types of play, including balancing indoor, outdoor and screen-based play

Year 3 & 4

4. the positive and negative effects of habits, such as regular exercise on a healthy lifestyle
5. that regular exercise such as walking or cycling has positive benefits for their mental and physical health
6. to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
7. what good physical health means and how to recognise early signs of physical illness

Year 5 & 6

8. about the benefits of being outdoors and in the sun for physical and mental health
9. identify where they and others can ask for help and support with physical health and fitness in and outside school
10. the importance of asking for support from a trusted adult

Resources including literature

1decision-primary-pshe-education-programme

<https://www.outdoor-learning.org/>

Physical health and mental wellbeing

Healthy eating

SIAMS Evaluation Schedule

Strand 4: Community and Living Well Together

How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.

How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

By the end of primary school pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

| Phase | Key knowledge | Vocabulary |
|------------|---|---|
| Year 1 & 2 | 246. what it means to be healthy and why it is important 247. about healthy and unhealthy foods, including sugar intake | Food groups, protein, fat, carbohydrates, vegetables, fruit, calcium, minerals, vitamins, sugar, nutrition Energy, muscles, bones, teeth |
| Year 3 & 4 | 248. about the choices that people make in daily life that could affect their health 249. to identify healthy and unhealthy choices (e.g. in relation to food) 250. what can help people to make healthy choices and what might negatively influence them 251. about habits and that sometimes they can be maintained, changed or stopped 252. the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle 253. what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally 254. to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and | |

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| | mentally | |
| Year 5 & 6 | <p>255. about how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self</p> <p>256. about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it</p> | |
| Resources including literature | <p> https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme https://www.mentallyhealthyschools.org.uk/mental-health-needs/eating-problems/# https://www.pshe-association.org.uk/system/files/PSHE%20%E2%80%93%20Key%20standards%20in%20teaching%20about%20body%20image%2022nd%20April.pdf https://www.dove.com/uk/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html https://www.nationaleatingdisorders.org/learn/general-information/ten-steps </p> <p>Science national curriculum</p> | |

Physical health and mental wellbeing

Drugs, alcohol and tobacco

SIAMS Evaluation Schedule
Strand 4: Community and Living Well Together
How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.

How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

By the end of primary school pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

| Phase | Key knowledge | Vocabulary |
|------------|---|---|
| Year 1 & 2 | 257. what it means to be healthy and why it is important 258. how to help keep themselves safe at home in relation to medicines/household products 259. about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel | |
| Year 3 & 4 | 260. the importance of taking medicines correctly and using household products safely 261. to recognise what is meant by a 'drug' 262. that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing 263. to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects 264. to identify some of the risks associated with drugs common to everyday life 265. that for some people using drugs can become a habit which is difficult to break 266. how to ask for help or advice | Drugs, smoking, alcohol, e-cigarette Over the counter and prescription medicines |

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| Year 5 & 6 | <p>267. about the risks and effects of different drugs</p> <p>268. about the laws relating to drugs common to everyday life and illegal drugs</p> <p>269. to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>270. about the organisations where people can get help and support concerning drug use</p> <p>271. how to ask for help if they have concerns about drug use</p> <p>272. about mixed messages in the media relating to drug use and how they might influence opinions and decisions</p> | <p>Legal drugs, illegal drugs, pharmacy, prescription, pharmacist, nicotine</p> |
| Resources including literature | <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/teaching-drug-and-alcohol-education-confidence</p> <p>https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools PSHEA EdComs Resource listing Sep17</p> <p>National curriculum for Science Year 6</p> | |

Physical health and mental wellbeing

Health and prevention

SIAMS Evaluation Schedule
Strand 4: Community and Living Well Together
How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.

How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

By the end of primary school pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

| Phase | Key knowledge | Vocabulary |
|------------|--|---|
| Year 1 & 2 | 273. what it means to be healthy and why it is important 274. ways to take care of themselves on a daily basis 275. about basic hygiene routines, e.g. hand washing 276. about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors 277. how to keep safe in the sun 278. the importance of, and routines for, brushing teeth and visiting the dentist 279. about food and drink that affect dental health 280. about routines and habits for maintaining good physical and mental health 281. why sleep and rest are important for growing and keeping healthy 282. that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies | Dentist, toothbrush, toothpaste Sun cream, factor, sun hat Hand washing, bacteria |

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| | <p>283. the importance of, and routines for, brushing teeth and visiting the dentist</p> <p>284. about food and drink that affect dental health</p> | |
| Year 3 & 4 | <p>285. about the choices that people make in daily life that could affect their health</p> <p>286. to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>287. what can help people to make healthy choices and what might negatively influence them</p> <p>288. about habits and that sometimes they can be maintained, changed or stopped</p> <p>289. that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> <p>290. how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>291. the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p> | Dentist, toothbrush, toothpaste, decay, floss |
| Year 5 & 6 | <p>292. how sleep contributes to a healthy lifestyle</p> <p>293. healthy sleep strategies and how to maintain them</p> <p>294. about the benefits of being outdoors and in the sun for physical and mental health</p> <p>295. how to manage risk in relation to sun exposure, including skin damage and heat stroke</p> <p>296. how medicines can contribute to health and how allergies can be managed</p> <p>297. that some diseases can be prevented by vaccinations and immunisations</p> <p>298. that bacteria and viruses can affect health</p> <p>299. how they can prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>300. to recognise the shared responsibility of keeping a clean environment</p> | |
| Resources including literature | <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> | |

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| Physical health and mental wellbeing | Basic first-aid <i>SIAMS Evaluation Schedule</i> Strand 4: Community and Living Well Together <i>How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.</i> <i>How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?</i> | |
| By the end of primary school pupils should know: | <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. | |
| Phase | Key knowledge | Vocabulary |
| Year 1 & 2 | 301. how to respond if there is an accident and someone is hurt 302. about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 or 111 and what to say | Emergency, first aid, treatment, accident, danger |
| Year 3 & 4 | 303. know to find a responsible adult in an emergency or to dial 999 and what to say to get help. 304. will be able to explain steps on how to get help in an emergency and to give accurate information. 305. to recognise how people, react in an emergency and the importance of following basic emergency procedures 306. will be able to demonstrate know to keep themselves and the injured person safe in an emergency and how to call the emergency services. | Safe, injury, responsive, unresponsive, crisis, safe-area |
| Year 5 & 6 | 307. how to deal with common injuries using basic first aid techniques 308. how to respond in an emergency, including when and how to contact different emergency services | first aider, casualty, life-threatening conditions, danger, response, airway, breathing, circulation, responsive, unresponsive, choking cardiopulmonary resuscitation, strain, sprain, dislocation, veins, arteries, bruise, |

| | | |
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| | | abrasion, laceration, incision, puncture, fracture |
| Resources including literature | <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross</p> <p>https://www.sja.org.uk/course-information/training-for-pupils/pupil-first-aid-courses/</p> <p>https://www.minimedics.co.uk/</p> <p>Durham Constabulary may offer First Aid training from community police officers / community safety responders</p> | |

Physical health and mental wellbeing

Changing adolescent body

SIAMS Evaluation

Strand 5: Dignity and Respect

How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.

In creating a school environment built on dignity and respect, the school must evaluate:

a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children, ensuring through its policy and practice the protection of all members of the school community?*

b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?

c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)

By the end of primary school pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

| Phase | Key knowledge | Vocabulary |
|------------|---|--|
| Year 1 & 2 | 309. about the human life cycle and how people grow from young to old 310. how our needs and bodies change as we grow up 311. to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) 312. about change as people grow up, including new opportunities and responsibilities | <i>body part, same, different, boy, girl, neck, shoulders, chest, spine, bottom, vagina, vulva, ankles, nostrils, penis, testicles, shins, chin, knees, toes, lips, elbow, fingers, eyebrows, thighs</i> |
| Year 5 & 6 | 313. how to identify external genitalia and reproductive organs 314. about the physical and emotional changes during puberty 315. key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams 316. strategies to manage the changes during puberty including menstruation 317. the importance of personal hygiene routines during puberty including washing regularly and using deodorant 318. how to discuss the challenges of puberty with a trusted adult | <i>puberty, males, female, moods, emotional changes, menstruation, periods, ovary, vagina, cervix, uterus, fallopian tube, egg, lining of womb, sanitary towel, wet dreams, penis, testicles, scrotum, urethra, prostate gland, seminal vesicle, bladder, semen, sweat, breasts, spots, pubic hair, facial hair, underarm hair, personal hygiene, peer</i> |

- 319. how to get information, help and advice about puberty
- 320. identify the links between love, committed relationships and conception
- 321. that for some people their gender identity does not correspond with their biological sex
- 322. what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- 323. how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- 324. that pregnancy can be prevented with contraception Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.
- 325. about the responsibilities of being a parent or carer and how having a baby changes someone's life

Resources including literature

- <https://www.sexeducationforum.org.uk/resources/teaching-resources>
- <https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources>
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and>
- https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools PSHEA EdComs Resource listing Sep17