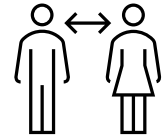


PSHE and RHSE at Holy Trinity CE Primary

“What you do makes a difference, and you have to decide what kind of difference you want to make.” Jane Goodall

Our curriculum **intent for PSHE and RHSE** is that every child will:

- develop a sound understanding of healthy relationships
- gain knowledge to keep themselves healthy,
- gain knowledge to make safe and informed decisions
- develop their personal attributes that will contribute to their success throughout their life
- know how and when to ask for help and support



Implementation of the **PSHE and RHSE** Curriculum at Holy Trinity

Holy Trinity is committed to ensuring all children receive a comprehensive and age-appropriate curriculum that offers opportunities for discussion and sharing. Recognising and celebrating differences is a key element to ensure our children are fully prepared for their life ahead. Teaching children about how to stay safe and healthy plays an important role in our curriculum.

The Curriculum is focused around 2 key areas:

1. **Relationships Education:**

- Families and people who care for me
- Caring friendships
- Respectful Relationships
- Online relationships
- Being safe

2. **Physical health and mental wellbeing:**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

In support of the above, children have access to a range of wider curriculum opportunities to support their learning. This may include trips and visits, workshops, clubs, roles of responsibility and residential visits in the later years. These all combine to enable pupils to develop positive relationships with others and grow as people, able to make appropriate decisions to keep themselves safe.

The **Impact** of the PSHE and RHSE Curriculum at Holy Trinity

Holy Trinity pupils have opportunities to develop life-long skills during their time with us. Through exposure to a range of issues around relationships, as well as physical and mental health, they are able to develop an understanding of how to look after themselves, communicate effectively with others and keep themselves safe. We strive to ensure that pupils leave Holy Trinity school being the best version of themselves.

How does PSHE and RHSE fit into our School Vision?



PSHE & RHSE links/actions:

- Ensure online safety is planned and delivered effectively and regularly in every year group
- Pupils that are in need of additional pastoral and nurture support have access to the ELSA in the Pastoral Hub
- P4C discussions in each class offer a safe environment to share opinions and discuss issues
- Provide opportunities with outside agencies to develop pupils' awareness of safety – online safety and behaviours, fire safety, road safety, First Aid
- Life skills are planned termly so that pupils have opportunities to develop personal attributes such as independence and resilience
- Provide CPD for staff in new requirements of RHE curriculum
- Ensure resources are easy to use and relevant
- Ensure pupils have access to high quality resources
- Ensure pupils have access to a secure, safe internet that allows them to access information they need to support their learning but in a very controlled, safe environment
- Develop the playground environment for all pupils to provide them with opportunities to develop their social skills and relationships
- Consult parents on the RHSE policy and curriculum provision
- Forge links with other PSHE subject leaders across the local cluster

Holy Trinity CE Primary RHSE overview

	Autumn	Spring	Summer
EYFS	ME AND MY RELATIONSHIPS VALUING DIFFERENCE Pupils will know: - What makes them special - About people who are close to them - How to get help if needed - Similarities and differences between people - The importance of celebrating difference - To show kindness Pupils will be able to: - Say who their special people are - Know who to ask if they need help - Explain how people are similar and different - Explain why it is important to be kind Key Vocabulary: - similarities - differences - kindness - help	KEEPING MYSELF SAFE RIGHTS AND RESPONSIBILITIES Pupils will know: - About keeping their body safe - What safe secrets and touches are - The people who can keep us safe - How to look after things, including friends, environment and money Pupils will be able to: - Name which parts of their body are private - Give examples of safe secrets and touches - Know who keeps them safe - Say how to look after things Key Vocabulary: - safe secrets - touches - money - environment - private	BEING MY BEST GROWING AND CHANGING Pupils will know: - How to keep their body healthy (food, exercise, sleep) - What Growth Mindset is - What a life cycle is - The main life stages Pupils will be able to: - Explain how food, exercise and sleep are important for a healthy body - Say why a Growth Mindset is important - Explain what is meant by a life cycle - Say the main stages in a human life cycle Key Vocabulary: - exercise - sleep - life cycle - Growth Mindset
Year 1	ME AND MY RELATIONSHIPS VALUING DIFFERENCE End Task: Pupils will know: - We all experience a range of feelings - How to get help to manage feelings - That classroom rules are important - That we should value and celebrate difference - The importance of developing tolerance - Why respect is important - How to spot bullying and what to do	KEEPING MYSELF SAFE RIGHTS AND RESPONSIBILITIES End Task: Pupils will know: - How feelings can help keep us safe - How to stay healthy - How to be safe around medicines - Why sleep is important - Why it is important to look after things Pupils will be able to:	BEING MY BEST GROWING AND CHANGING End Task: Pupils will know: - What a Growth Mindset is - How to keep healthy, including good hygiene - How to take care of ourselves - How to get help if needed - That we become more independent as we get older - Names and functions of different body parts

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

PSHE & RHSE at Holy Trinity CE Primary School

	Pupils will be able to: - Name a variety of different feelings and explain how these might make them behave - Describe some ways of dealing with 'not so good' feelings - Know when they need help and who to go to for help - Identify some different classroom rules. - Say how people are similar and also different - Say why things may seem unfair, even when they are not Key Vocabulary: - Feelings - Behaviours - Rules - Similarities and differences - Respect - Tolerance	- Say what I can do if I have bad feelings (like being sad) - Give examples of how to keep healthy, including exercise, diet and sleep - Say when medicines may be harmful - Give examples of how I look after myself and my environment - Say how we can look after money Key Vocabulary: - Feelings - Behaviours - Help - Healthy - Exercise - Medicines - Respect - Environment - Money	Pupils will be able to: - Say why certain foods are healthy, including vegetables - Identify an adult who they can ask for help - Identify things they can do now that they couldn't as a toddler - Explain which body parts are the same and different between boys and girls Key Vocabulary: - Growth Mindset - Healthy and unhealthy - Diet - Independence - Functions - Body parts
Year 2	ME AND MY RELATIONSHIPS VALUING DIFFERENCE End Task: Pupils will know: - What bullying and teasing are - Why school rules are important - How to be a good friend - What self-regulation is - How to be kind and help others - Why we should celebrate difference - Why listening skills are important Pupils will be able to: - Get help if they are being bullied or teased - Suggest rules to stay happy and have friends - Say some classroom rules - Identify what makes a good friend and how to be one - Express feelings in a safe, controlled way - Know what to do if they are being left out - Give examples of good listening skills - Listen to understand a different point of view	KEEPING MYSELF SAFE RIGHTS AND RESPONSIBILITIES End Task: Pupils will know: - What safe and unsafe secrets are - What an appropriate touch is and isn't - How to be around medicine safely - Why it is important to self-regulate - How to be online safely - How to look after money through spending and saving Pupils will be able to: - Give examples of safe and unsafe secrets - Know who is a safe person if they are concerned - Give examples of touches that are ok or not ok - Know how to stay safe around medicines - Give examples of how to calm and regulate themselves Key Vocabulary: - safe / unsafe secrets	BEING MY BEST GROWING AND CHANGING End Task: Pupils will know: - How to look after their body, including hygiene, health, exercise and sleep - What a Growth Mindset is - The human lifecycle, growing and changing - How to cope with loss and changes - How to support others who need it - The importance of privacy Pupils will be able to: - Explain how they can keep healthy, focusing on diet, exercise and rest - Explain how goal setting can help them to achieve what they want - Describe things they can do now that they couldn't when younger - Explain what it feels like to say goodbye to someone or something - Give positive feedback to others

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	Key Vocabulary: • Bullying • Targeted • Ongoing • Self-regulation • Resilience • Listening • Tolerance	• medicines • regulation • spending • saving	Key Vocabulary: • hygiene • exercise • goals • growing • privacy
Year 3	ME AND MY RELATIONSHIPS VALUING DIFFERENCE End Task: Pupils will know: • The purpose of rules • How to cooperate with others • The importance of friendships • How to cope with loss • How to recognise and respect diversity • The importance of their community • How to be respectful and tolerant Pupils will be able to: • Accept that others may have different views • Give ideas of how to be a good friend • Explain differences between different community groups and say what is good about being different • Give examples of how respect and tolerance make the classroom a safe and happy place Key Vocabulary: • rules • cooperation • diversity • respect • tolerance • community	KEEPING MYSELF SAFE RIGHTS AND RESPONSIBILITIES End Task: Pupils will know: • How to manage risk • The risks associated with drugs • How to stay safe online • Skills which they develop as they grow up • How to help and be helped • How to look after the environment • How to manage money Pupils will be able to: • Identify risky situations and explain how to make it less risky • Say why medicines can be helpful or harmful • Say why they shouldn't share personal details online • Explain why information online is not always true • Check if something is fact or just opinion • Give examples of how I can help others and myself Key Vocabulary: • risk • online • drugs • environment • money • medicines • facts • opinions	BEING MY BEST GROWING AND CHANGING End Task: Pupils will know: • How to stay healthy • How to identify and celebrate skills • The importance of empathy • What positive and negative relationships are • How to keep safe • The difference between safe and unsafe secrets Pupils will be able to: • Give examples of being responsible for my own health • Give examples of their talents and share examples of goal setting • Give examples of positive and negative relationships • Be assertive in asking someone to leave their body space if uncomfortable Key Vocabulary: • health • empathy • positive • negative • responsibility • talents • assertive

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Year 4	ME AND MY RELATIONSHIPS VALUING DIFFERENCE End Task: Pupils will know: - How to listen to their feelings - What healthy relationships are - What bullying is (and isn't) - How to be assertive - How to recognise differences including religions and cultures - Why it is important to challenge stereotypes Pupils will be able to: - Identify if someone is worried from their body language - Explain what to do if they or someone else are being bullied - Explain what a healthy relationship is - Explain what it means to be assertive - Recognise differences between people - Know what a stereotype is Key Vocabulary: - feelings - bullying - relationships - stereotypes - cultures - assertiveness	KEEPING MYSELF SAFE RIGHTS AND RESPONSIBILITIES End Task: Pupils will know: - How to manage risks - The norms around drug use including cigarette and alcohol - That things around them can influence behaviour and decisions - How to stay safe online - That they can make a difference and help others and / or the environment - How the media can influence what we think and believe - The importance of making decisions when spending money Pupils will be able to: - Identify and reduce risks - Explain how many people smoke and use alcohol and what this does to them - Identify how they can be influenced by others - Explain how to stay safe online - Understand their role in helping others and the environment - Explain how we are influenced by the media - Understand the importance of decision making when spending money Key Vocabulary: - risks - drugs - influence - smoking - media	BEING MY BEST GROWING AND CHANGING End Task: Pupils will know: - That decisions made can impact health - The importance of looking after the environment - Their skills and interests - Managing difficult feelings - Why some people get married Pupils will be able to: - Know that decisions they make can impact their health - Know the importance of looking after the environment - List some skills and interests - Explain what it means to have difficult feelings - Explain why some people choose to get married Key Vocabulary: - health - skills - interests - marriage - decisions
Year 5	ME AND MY RELATIONSHIPS VALUING DIFFERENCE End Task: It could happen to Anyone task (in pairs) for display	KEEPING MYSELF SAFE RIGHTS AND RESPONSIBILITIES End Task: Ella's Diary Take 2 (from SCARF Keeping Safe Unit)	BEING MY BEST GROWING AND CHANGING End Task:

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	Pupils will know: • What emotional needs are • The qualities of friendship • What it means to be assertive • The importance of cooperation • How to recognise and celebrate difference including religious and cultural • The influence and pressures of social media Pupils will be able to: • Give examples of emotional needs and why our feelings are important • List qualities of a good friend • Give examples of how to be assertive and know when I may need to be assertive • Give examples of different faiths and cultures along with positive things about these differences • Explain how people may create an impression of themselves online which isn't entirely accurate Key Vocabulary: • friendship • qualities • assertiveness • cooperation • culture • social media • faith • differences	Pupils will know: • What it means to manage risk including online • The norms around legal drugs (tobacco and alcohol) • Decision-making skills • How to make a difference • About rights and responsibilities relating to health • About financial decisions regarding spending and borrowing Pupils will be able to: • Give reasons why someone may take risks online • Explain the percentage of people who smoke in the UK and explain why it is lower than some people think. • Give examples of rights and responsibilities associated with age • List things they are responsible for to keep healthy • Explain how and why councils have to balance decisions on spending Key Vocabulary: • drugs • online • responsibilities • financial	Pupils will know: • That independence increases with age as does responsibility • How to keep healthy • That how someone is portrayed in the media may not be accurate • About their community • Physical and emotional changes in puberty • How to manage difficult feelings • How to manage change • How to keep safe • How to get help when they need it Pupils will be able to: • Give examples of increasing independence and responsibility with age • Name positive qualities of others which are not about how they look • Explain what resilience is and how it can be developed • List ways in which they can prepare for change including puberty, moving, bereavement • Identify when they need help and identify trusted adults to help Key Vocabulary: • independence • emotions/al • community • responsibility • resilience • puberty • bereavement
Year 6	ME AND MY RELATIONSHIPS VALUING DIFFERENCE End Task: Pupils will know: • What assertiveness is and why it is important • What it means to cooperate and compromise • About safe and unsafe touches • About positive relationships • How to recognise and celebrate difference	KEEPING MYSELF SAFE RIGHTS AND RESPONSIBILITIES End Task: Pupils will know: • About emotional needs and why they are important • How to stay safe online • The norms and risks around drugs (including the law)	BEING MY BEST GROWING AND CHANGING End Task: Pupils will know: • About aspirations and goal setting • How to manage risk • How to look after mental health • How to cope with changes • How to keep safe

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• How to recognise prejudice-based bullying • What it means to be a passive or active bystander to a situation • What gender stereotyping is Pupils will be able to: • Give examples of how active and passive bystander behaviours impact a situation • Give examples of negotiation and compromise • Explain what inappropriate touch is and how to get help if needed • Give reasons for why some people show prejudiced behaviour including bullying • Explain how an active bystander can help in a bullying situation Key Vocabulary: • assertiveness • cooperation • compromise • difference • bullying • stereotype	• About media bias, including social media • Importance of caring for the community and environment • About earning and saving money • What democracy is Pupils will be able to: • Explain that emotional needs are as important as physical needs • Explain what can happen if emotional needs are not met • Stay safe when using a mobile phone through understanding laws associated with sharing of information and images • Explain that if young people know the actual norms, they are less likely to take part in risky behaviour such as drinking and smoking • Explain how social media can affect how someone feels about themselves • Explain environmental sustainability and why it is important to live more sustainably • Explain the advantages and disadvantages of different ways of saving money Key Vocabulary: • emotional • drugs • media bias • earning • saving • democracy • sustainability • advantages / disadvantages	• About body image • The main sexual organs and how conception occurs • The importance of good self-esteem Pupils will be able to: • Explain how challenges can be overcome to reach goals • Give examples of emotional and physical risks • Explain which secrets should be shared with adults • Give examples of emotional changes which are associated with puberty • Give examples of things which impact how a person feels about themselves (eg. images of celebrities) Key Vocabulary: • aspirations • goal setting • mental health • body image • self-esteem • puberty
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Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Physical and emotional changes in puberty Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education – conception and sexual organs Self-esteem

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