



Marlow C of E Infant School

Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE) policy

2025

Then God said, “Let us make humankind in our image, in our likeness”

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This is reflected in this policy by:

Article 12 *‘Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.’*

Article 29 *‘Education must develop every child’s personality, talents and abilities to the full.’* and

Article 28 *“Every child has the right to a good quality education.”*

Introduction

At Marlow C of E Infant School, we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal, and social development of all children. From 2020 statutory Relationships and Sex Education (RSE) is taught as part of the Personal, Social, Health and Economic (PSHE) curriculum. This is an essential part of a child’s education and contributes to their personal development.

Aims of the policy

The aim of this policy is to

- Provide information to staff, parents and carers, governors, and other organisations regarding the organisation, content and implementation of teaching PSHE and RSE.
- Help parents and carers to understand Relationships and Sex Education and support them to work with their child
- Demonstrate how the school meets the legal requirements in regards to teaching children about relationships education.

Definitions

PSHE

Personal, health, social and economic education aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives. It is not statutory in primary schools but the Department for Education deems that is important and necessary.

RSE

Relationship and Sex education in Infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE aims to give children essential life skills to build positive, respectful and enjoyable relationships with others. RSE also aims to give children the skills to stay safe both on and off line. RSE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.

Statutory Requirements

The statutory guidance for curriculum content teaching and learning are set out on the Government website; a link can be found in Appendix 1, along with the Church of England response document regarding RSE in Appendix 2.

Roles and responsibilities

The PSHE leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice on how the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of the subject is available on the school website. The PSHE leader also has a sound knowledge of the resources which are available within school and ensures that resources are replenished and updated as necessary.

The PSHE leader is responsible for the planning and implementation of any subject specific events which take place in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the PSHE curriculum.

The Headteacher is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Intent

At Marlow Church of England Infant School, the PSHE curriculum aims to support the children to develop their self-esteem and individuality. Through PSHE, we want the children to learn to understand themselves, their emotions and their uniqueness.

When our pupils move onto Year 3, PSHE will have helped them to identify the impact they have on others and the world around them and their place in society. They will have learned how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

Relationships education and RSE must give pupils understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds"
(Church of England Education Response)

Implementation

Marlow C of E Infant School seeks to provide a safe, secure learning environment for PSHE that enables children to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.

At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

We use Kapow Primary as our main resource for delivering PSHE and RSE lessons. This works alongside MindUp which takes children in all year groups through a sequence of learning that builds self-awareness (ME), awareness and understanding of others (WE) and how to apply this to the wider community (OTHERS).

Kapow Primary and MindUp nurture social awareness through practising perspective-taking and learning to think with an 'open mind', developing the ability to empathise with others, including those from backgrounds and cultures different from their own.

At Marlow C of E Infant School, we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness.

PHSE will be provided through discreet curriculum time, cross curricular where appropriate, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include mental health awareness week, safer internet day and walk to school week. We respect pupils' unique starting points by providing learning that is suitable to their level, considering their age, maturity and how emotionally secure they are.

Reception

In Reception, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning. In reception children will learn how to make and build relationships, build self-confidence and self-awareness and manage feelings and behaviour. Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the five core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum. An overview of what is taught in reception can be found in Appendix 3.

Key Stage 1

Within Key Stage 1, PSHE lessons are often more structured and follow the scheme of work from Kapow Primary. This follows the five core themes which have been adapted specifically to meet the needs of the children at Marlow C of E Infant School. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy. An overview of what is taught in KS1 can be found in Appendix 4.

Special education needs

Relationships Education and RSE must be accessible for all children. Teaching will be differentiated and personalised to ensure accessibility. As part of our SEND duty 'preparing for adulthood' outcomes, we take extra care to ensure that this essential area is supported by our PSHE and Relationship Education. Where needed, we will always tailor content and teaching to meet the specific needs of pupils should and ensure that teaching is sensitive, **age-appropriate**, and appropriate to development.

Assessment and monitoring

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. For all children within Marlow C of E we have clear expectations of what the pupils will know and understand at the end of each year. This can be found in appendix 5.

Impact

- PSHE and RSE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and offline and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

Monitoring, Evaluating and Training

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and governors inline with the monitoring cycle agreed by the school.
- The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE and RSE curriculum staff will have access to in school training and support from the subject leader.

Working with parents

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE and RSE policy. Appendices 3 and 4 show an overview of what is being taught by year group across the school.

Parents and carers must understand that there is **no right** to withdraw from the PSHE curriculum which includes statutory Relationships Education and Health Education. We highly recommend all students receive the full PSHE curriculum.

We have an open-door policy for any parents/carers who wish to find out more about our PSHE and RSE provision. We aim to consult with parents, carers and the wider community as part of an ongoing process to ensure we all work together for the greatest benefit of the children. We welcome and encourage parents and carers to make an appointment with their child' class teacher or one of our assistant headteachers to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Linked policies

Safeguarding

Behaviour policy

Child protection policy

E-safety policy

Safer recruitment policy

Smoking policy

Date reviewed: April 2025

Review date: April 2026

Appendices

Appendix 1 – Statutory guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Appendix 2 – Church of England Response regarding RSE:

<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

Appendix 3 – PSHE and RSE Curriculum Overview

Appendix 4 - PSHE & RSE end of year outcomes

Appendix 5 – PSHE & RSE Curriculum progression

Appendix 6 – Useful Websites



PSHE/RSE Curriculum Overview

	Autumn		Spring			Summer	
Unit	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing	
Intent	Children are able to recognise their own uniqueness, start to name a range of emotions and begin to think of some ways to cope with different emotions.	Children will learn how family and friendships are important in making us feel happy and secure and how people choose and make friends. Children will be able to share and take turns. They will understand that there are similarities and differences between people but that everyone is valuable and special.	Children will be able to explain the Importance of rules and consequences. They will learn to work as a member of a team, listen to others and begin to keep trying when something is hard.	Children will learn the importance of rules and consequences. They will continue to develop their listening skills and begin to learn about the conventions of courtesy and manners and caring for others	Children will explore what makes a good friend and talk about people who are special to them.	Children will learn about the importance of regular physical activity and discuss ways that we can take care of ourselves. They will explore sensible amounts of 'screen time', healthy eating and being a safe pedestrian	
Area of subject/ skills (Coverage)	<ul style="list-style-type: none"> How our brains work Mindful Awareness Focused Awareness Zones of Self-regulation Lesson 1: Identify emotions Lesson 2: Use the zones of regulation <ul style="list-style-type: none"> Facial Expressions PSED: There's only one me/ I am unique PSED: Handwashing	<ul style="list-style-type: none"> My family and Special People (Combine Lesson 1 & 2) Sharing Similarities and differences The brain - neuroplasticity (Delivered via "My fantastic elastic brain") PSED: Sensible amounts of screen time	<ul style="list-style-type: none"> Why do we have rules? Building towers (in 6 week term) Team den building Grounding Team races Mindful Listening Mindful Seeing Mindful Smelling Thinking Frames to be introduced 	<ul style="list-style-type: none"> Simon Says Listening to a story Pass the whisper Obstacle races Blindfold Walk Mindful Tasting Mindful Movement 1 Mindful Movement 2 Thinking Moves to be introduced	<ul style="list-style-type: none"> What makes a good friend and being a good friend (combine lesson 3&4) Celebrating friendships and kindness Perspective Talking Choosing Optimism Appreciating Happy Experiences PSED: Recognising who to trust and who not to trust PSED: Pants are private	<ul style="list-style-type: none"> What is exercise Yoga and relaxation Looking after ourselves Being a safe pedestrian Eating healthily A rainbow of food Expressing Gratitude Performing Acts of Kindness Taking mindful action in the world Act of service Transition: What comes next? PSED: Importance of a good sleep routine PSED: Importance of oral hygiene	

End Points	<ul style="list-style-type: none"> I can name at least 5 emotions (eg. happy, sad, cross, worried) I can start to say how I am feeling I am starting to say some ways to cope with different emotions I can say how someone is feeling by looking at a facial expression. <p>PSED: I can say what it means to be unique</p>	<ul style="list-style-type: none"> I can say some ways that family and friendships are important in making us feel happy and secure I can say how people choose and make friends I can share and take turns I can say some similarities and differences between people <p>PSED: I can say that we need sensible amounts of 'screen time'</p>	<ul style="list-style-type: none"> I can start to explain why rules and consequences are important. I am starting to work as a member of a team I am starting to listen to others I am starting to keep trying when something is hard 	<ul style="list-style-type: none"> I can say some reasons why rules and consequences are important. I can use my listening skills I can say some ways we use courtesy and manners I am starting to show care for others 	<ul style="list-style-type: none"> I can say some ways people can be good friends I can name some people who are special to me <p>PSED: I can say who is a trustworthy adult I can name a trustworthy adult PSED: I can start to say the PANTS rule with support</p>	<ul style="list-style-type: none"> I can talk about the importance of handwashing. I can start to talk about why regular physical activity is important. I can say some ways I can take care of myself. I can start to talk about healthy eating and name some healthy foods. I can say some ways we can be safe pedestrians <p>PSED: I can say why we need sleep PSED: I can talk about how to keep my teeth healthy</p>
Unit	Family and Relationships	Health and wellbeing	Safety and the Changing Body	Economic Wellbeing	Citizenship	Transition
Intent	<p>Children will explore how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome and that people show feelings differently.</p> <p>Mind Up/ Thinking School Focus: To recognise how others show feelings and how to respond</p>	<p>Children will learn the importance and impact of sleep and relaxation on their wellbeing. They will be able to explain the importance of hand washing and sun protection. Children will learn about identifying and dealing with allergic reactions and discuss people in the community who keep us healthy.</p> <p>Mind Up/ Thinking School Focus: The brain</p>	<p>Children will learn how to distinguish between appropriate and inappropriate physical contact. They will know what to do if lost and how to call the emergency services.</p> <p>Mind Up/ Thinking School Focus: Sharpening your senses/ Thinking Moves</p>	<p>Children will learn about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, along with spending and saving.</p> <p>Mind Up/ Thinking School Focus: Sharpening your senses/ Thinking Moves</p>	<p>Children will explore similarities and differences, the concept of belonging and will start thinking about democracy.</p> <p>Mind Up/ Thinking School Focus: It's all about attitude/ Thinking Moves</p>	<p>We will help our Year 1 pupils with the transition to a new year and the changes that come with it.</p> <p>Mind Up/ Thinking School Focus: Taking action mindfully/ Thinking Moves</p>
Area of subject/ skills (Coverage)	<ul style="list-style-type: none"> What is family? How our brains work Mindful awareness Zones of regulation lesson 1 Focused awareness Zones of regulation 2 Recognising other people's emotions Healthy Friendships 	<ul style="list-style-type: none"> The Brain – Neuroplasticity Growth mindset/ Metacognition questions Relaxation Hand washing & personal hygiene Sun safety Allergies People who help to keep us healthy 	<ul style="list-style-type: none"> Mindful Listening Mindful Seeing Mindful Smelling Getting lost Making an emergency call Appropriate contact and PANTS rule Safety at home 	<ul style="list-style-type: none"> Looking after money Banks and building societies Saving and spending Mindful Tasting Mindful Movement 1 Mindful movement 2 	<ul style="list-style-type: none"> Similar, yet different Belonging Democratic Decisions Perspective Talking Choosing Optimism Appreciating happy experiences 	<ul style="list-style-type: none"> Expressing gratitude Performing acts of kindness Act of service Taking mindful action in the world Transition Thinking schools' questionnaire

	End Points	<ul style="list-style-type: none"> • I can say some ways families can be different • I can talk about who my friends are and describe the characteristics of positive friendships • I can start to say some ways friendship issues can be overcome. • I can say that people show their feelings differently • I can describe what people might look like if they are feeling: angry, scared, upset or worried. 	<ul style="list-style-type: none"> • I can say some reasons why relaxation is important for my wellbeing • I know that germs can spread via our hands • I know how to wash my hands properly • I can say 3 things I can do to keep safe in the sun • I know that some people are allergic to certain things and am starting to talk about ways to help people suffering • I can name some people in the community who keep us healthy 	<ul style="list-style-type: none"> • I can tell the difference between appropriate and inappropriate physical contact. • I can say the name of a trusted adult who I can talk to if I am worried. • I can say some ways that stop us getting lost or separated from our grown ups • I can say what I should do if I get lost • I can say how to make a call to the emergency services, including knowing the number • I know my own address in case of emergency 	<ul style="list-style-type: none"> • I can talk about what money is and where it comes from • I can say how to keep cash safe and say what banks and building societies are. • I am starting to talk about spending and saving money 	<ul style="list-style-type: none"> • I can talk about similarities and differences between people, including between myself and others. • I can start to say some groups that I belong to. • I can recognise that people belong to different groups • I am starting to talk about what democracy is • I can start to explain why voting is a fair way to make a decision for a lot of people. 	<ul style="list-style-type: none"> • I can talk about my transition to Year 2 • I understand what change is and that it is part of life • I can explain some positive of change
	Unit	Family and Relationships	Health and wellbeing	Economic Wellbeing	Safety and the Changing Body	Citizenship	Transition
	Intent	<p>Children will deepen their understanding of how families can be different, the characteristics and the impact of positive friendships and learning that issues can be overcome. Children will understand that people show feelings differently, start to talk about using manners and courtesy and about stereotyping. Children will also begin to talk about loss and change, knowing that memories can cause a mix of emotions.</p> <p>Mind Up/ Thinking School Focus: To recognise how others show feelings and how to respond</p>	<p>Children will become more confident to talk about their different emotions. They will discuss the importance of being active and relaxation along with further exploring a healthy diet and dental health. Children will begin to think about planning the steps required to achieve a goal and adopting a growth mindset.</p> <p>Mind Up/ Thinking School Focus: The brain</p>	<p>Children will build on prior learning about money, discussing how adults earn money and the purpose of bank cards. They will discuss wants and needs and differentiate between these.</p> <p>Mind Up/ Thinking School Focus: It's all about attitude</p>	<p>Children will talk about the uses of the internet, how to stay safe online and what to do if something makes them feel uncomfortable. Children will discuss secrets and surprises, along with revisiting the PANTS rule and will name body parts. Children will continue to build confidence in road safety. They will begin to discuss medication.</p> <p>Mind Up/ Thinking School Focus: Sharpening your senses/ Intelligent learning behaviours</p>	<p>Children will focus on rules outside of school and the how to contribute to the school environment. This will lead into wider discussions about the local community including job roles and similarities and differences between people within it. Children will consider democracy within the school setting, focused on the school council.</p> <p>Mind Up/ Thinking School Focus: Sharpening your senses/ Thinking Moves</p>	<p>Helping Year 2 pupils with the transition to a new year and the changes that come with it</p> <p>Mind Up/ Thinking School Focus: Taking action mindfully/ Thinking Moves</p>

	Area of subject/ skills (Coverage)	<ul style="list-style-type: none"> Families offer stability and love Families are all different Managing friendships Manners & courtesy (Respectful Relationships) Loss and change How our brains work Mindful awareness Focused awareness Pupil questionnaire Self-regulation – creating a station 	<ul style="list-style-type: none"> Relaxation Steps to success (Personal goals) Healthy diet Dental health Growth mindset Intelligent learning behaviours 	<u>Money</u> <ul style="list-style-type: none"> Where money comes from Needs and wants (Combine lesson 2 & 3) Looking after money using bank accounts and cards Perspective Talking Choosing Optimism: Appreciating happy experiences 	<ul style="list-style-type: none"> The Internet Communicating online Secrets and surprises Appropriate contact – private parts Pants are Private Road safety (taught via Footsteps & Safety Week) Drug education - medicine Mindful Listening Mindful Seeing Mindful Smelling How the brain works – Neuroplasticity 	<u>Responsibility</u> <ul style="list-style-type: none"> Rules beyond school Our school environment <u>Community</u> <ul style="list-style-type: none"> Job roles in our local community <u>Democracy</u> <ul style="list-style-type: none"> School Council: Giving my opinion Mindful Tasting Mindful Movement 1 Mindful movement 2 Thinking moves 	Helping Year 2 pupils transition to Year 3, and the changes that may come with this move. <ul style="list-style-type: none"> Transition and friendships Expressing gratitude Performing acts of kindness Act of service Taking mindful action in the world Thinking schools' questionnaire
	End Points	<ul style="list-style-type: none"> I can say that families should offer support and love I can explain that families can be different I can say some characteristics of positive friendships. I can say some ways friendship issues can be overcome and know that a resolution may need adult help. I can talk about manners and how these may change according to the situation. I know that remembering people who are important but no longer here can cause a mixture of emotions. 	<ul style="list-style-type: none"> I can describe the positive effects of relaxation and know there are different ways to relax. I know how to use breathing exercises to relax. I can begin to plan achievable steps to work towards a goal I can explain what a growth mindset is I can explain what a healthy diet is and talk about a balance of the right foods I can talk about what helps to keep healthy. 	<ul style="list-style-type: none"> I can explain some ways adults get money I can begin to talk about the role of bank account cards I can recognise the difference between wants and needs 	<ul style="list-style-type: none"> I can say how the internet can be used to help us. I can talk about how to stay safe online and what to do if something online makes me feel uncomfortable. I can explain what a secret is and what a surprise is. I can name parts of the body, including private parts for my gender. I can explain the PANTS rule. I can confidently say how to keep safe near roads. I can explain the rules for crossing the road. I know that we should take medicines that help us feel better when we are unwell. 	<ul style="list-style-type: none"> I can discuss rules outside of school I can explain what makes a good school environment I can recognise that everyone is responsible for maintaining the school environment. I can recognise some local job roles that help the community. I can explain how the school council works I can share my opinions on things that matter. 	Helping Year 2 pupils with the transition to a new year and the changes that come with it <ul style="list-style-type: none"> I understand what change is and that it is part of life I can explain some positive of change I can explain some challenges which change brings I know who can help us deal with change



Learning Outcomes Specific to PSHE End of Reception and Key Stage 1

<p>By the end of Reception most pupils should be able to:</p>	<ul style="list-style-type: none"> ● Talk about what makes a family (<i>people and communities</i>) ● Understand who the people are in our lives who look after us (<i>people and communities</i>) ● Understand the things that make them unique (<i>people and communities / the world</i>) ● Recognise that all human beings share many similar characteristics (<i>people and communities</i>) ● Understand how to care for a human baby – its basic needs (<i>the world</i>) ● Understand what constitutes appropriate behaviour (<i>managing feelings and behaviour</i>) ● Demonstrate strategies for saying 'no', how and when to respond like this (<i>managing feelings and behaviour</i>) ● Learn how to respect others' feelings (<i>managing feelings and behaviour / making relationships</i>) ● Name the external parts of the body using correct terminology (<i>health and self-care</i>) ● Understand that the body changes with growth and development (<i>the world</i>)
<p>By the end of Key Stage 1 most pupils should know:</p>	<ul style="list-style-type: none"> ● recognise and compare the main external parts of the bodies of humans including agreed names for sexual parts (PSHE and Science) ● recognise similarities and differences between themselves and others and treat others with sensitivity – both on and off line ● identify and share their feelings with others ● consider how their feelings and actions have an impact on other people ● recognise safe and unsafe situations – both on and off line ● understand that their body belongs to them and certain parts are private ● use simple rules for dealing with others when they feel unsure/unsafe and for resisting pressure when they feel uncomfortable or at risk. ● demonstrate how they may act in a situation where they feel unsafe ● identify and be able to talk with someone they trust ● identify a person, or people they may talk to if they feel unsafe or unsure ● understand that secrets should not always kept ● recognise bullying behaviours and know what to do in a variety of situations ● identify what makes a positive relationship ● consider that some people will share similar interests, and other people may have different interests/hobbies ● make a friend, talk with them and share feelings ● know and understand that animals, including humans, grow and reproduce (PSHE and Science) ● know and understand that humans and animals can produce offspring and these grow into adults (PSHE and Science) ● know and understand basic rules for keeping themselves safe and healthy ● understand that germs can spread ● know a variety of ways to reduce the spread of germs and infections, including washing hands and using tissues ● know and understand the needs of babies and young people ● discuss and explain some of the ways in which they are like and different from others that they have some control over their actions and bodies ● recognise that not all families are the same ● know and understand why families are special for caring and sharing. ● discuss why families are special ● consider the similarities and differences between people



RSE & PSHE Curriculum Progression from Reception to KS1

		EYFS (Early Learning goals)	Year 1	Year 2
Curriculum Links/ Government Guidance		<p>ELG (Early Learning Goals): Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.</p> <p>All of this content should support the wider work of schools in helping to foster wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.</p> <p>(Secretary of State Foreword, DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2019)</p>	
Families and Relationships (EYFS: Building Relationships: Special relationships and Family & friends)	Skills	<p>Personal Social Emotional Development: Build constructive and respectful relationships. Think about the perspectives of others.</p> <p>Understanding the World: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> • Learning how to talk about our families and discussing why we love them. • Talking about people that hold a special place in my life. • Developing strategies to help when sharing with others. • Exploring the differences between us that make each person unique. 	<ul style="list-style-type: none"> • Exploring how families are different to each other. • Exploring friendly behaviours and how friendship problems can be overcome. • Recognising how other people show their feelings and identifying ways we can care for others when they are sad. 	<ul style="list-style-type: none"> • Recognise the role of the family in their lives • Saying some ways to show respect for different families. • Recognising difficulties in friendships and discussing action that can be taken. • Learning how other people show their feelings and how to respond to them. • Exploring how loss and change can affect us.

		<ul style="list-style-type: none"> • Exploring what makes a good friend. • Identifying the characteristics that make a good friend. • Considering the perspectives and feelings of others. • Exploring why it is important to tell the truth and think about the feelings of others. 			
	Knowledge	<ul style="list-style-type: none"> • Naming and describing the different members of our families. • Understanding that all families are valuable and special. • Knowing that we share toys so that everyone feels involved and no one feels left out or upset. • Understanding that we all have similarities and differences that make us special. • Understanding the characteristics that make a good friend. • Knowing that it is important to help, listen and support others when working as a team. • Knowing that it is important to tell the truth. 	<ul style="list-style-type: none"> • Understanding that families look after us and know some words to describe how people are related (eg. aunty, cousin). • Knowing that some information about me and my family is personal. • Understanding some characteristics of a positive friendship and that friendships can have problems but that these can be overcome. • Knowing what people might look like if they are feeling: angry, scared, upset, worried. Identifying ways of responding to this by either offering help or giving them space. 	<ul style="list-style-type: none"> • Understanding that families offer love, care and support. • Knowing that families can be made up of different people. • Knowing some problems which might happen in friendships and that some might be more serious and need addressing • Understanding some ways people show their feelings. • Knowing that there are ways we can remember people or events. 	
	Vocabulary	Trusted adult Unique	Perspective	Behaviour Care Emotions	Feelings Stereotype
Health and Wellbeing (EYFS: Managing Self – Taking on challenges & My wellbeing)	Skills	<p>Personal Social Emotional Development: See themselves as a valuable individual. Express their feelings and the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs – personal hygiene Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; having a good sleep routine; being a safe pedestrian.</p> <p>Communication and Language: Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</p> <p>Personal Social Emotional Development: Show resilience and perseverance in the face of a challenge.</p> <ul style="list-style-type: none"> • Discussing sensible ways to use screens • Exploring how exercise affects different parts of the body. 	<ul style="list-style-type: none"> • Exploring two different methods of relaxation: progressive muscle relaxation and laughter. • Learning how to wash my hands properly. • Explaining the risks associated with the sun and how to keep myself safe. • Learning how to deal with an allergic reaction. • Exploring health-related jobs and people who help look after our health. 	<ul style="list-style-type: none"> • Identifying personal goals and how to work towards them. • Exploring some of the benefits of a healthy balanced diet and suggesting how to improve an unbalanced meal. • Exploring the effect that food and drink can have on my teeth. 	

		<ul style="list-style-type: none"> • Exploring yoga and relaxation techniques to help our bodies and minds relax. • Discussing ways that we can take care of ourselves relating to health, well-being and hygiene. • Exploring the importance of eating a balanced diet. • Discussing the importance of healthy food choices. • Identifying and expressing my own feelings. • Exploring coping strategies to help regulate emotions. • Exploring different facial expressions and identifying the different feelings they can represent. • Beginning to demonstrate perseverance and coping with a challenge when faced with a problem. • Beginning to demonstrate grounding techniques • Exploring why a good sleep routine is important to us. • Discussing how to look after our teeth. 		
	Knowledge	<ul style="list-style-type: none"> • Knowing that screen time should be limited • Knowing that exercise means moving our body and is important. • Knowing that yoga can help our bodies and minds relax. • Knowing the factors that support overall health and well-being. • Knowing what it means to eat healthily. • Knowing that having a naturally colourful diet is one way to try and eat healthily. • To name some different feelings and emotions. • Knowing that facial expressions can give us clues to how a person is feeling. • Knowing that perseverance means keeping on trying and learning from my mistakes. • Knowing what makes them feel relaxed and calm. • To know some strategies to calm down. • Knowing some ways that sleep helps our body and brain. • Knowing 4 ways we can look after our teeth (brushing, food, drink, visiting the dentist). 	<ul style="list-style-type: none"> • Knowing that relaxation helps my body and mind to rest and restore my energy. • Understanding we can limit the spread of germs by having good hand hygiene. • Knowing the five S's for sun safety: slip, slop, slap, shade, sunglasses. • Knowing that certain foods and other things can cause allergic reactions in some people • Understanding that there are a range of people who help to keep us healthy. 	<ul style="list-style-type: none"> • Recognising and describing what they are good at and what skills they would like to develop. • Understanding the balance of foods we need to keep healthy. • Knowing that food and drinks with lots of sugar are bad for our teeth.
	Vocabulary	Feelings Challenge Perseverance Diet	Allergy Emotions Germs	Diet Goal Growth Mindset Physical activity Relaxation Skill Strength

Safety and the changing body (EYFS: Self-regulation)	Skills	Communication and Language: Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. <ul style="list-style-type: none"> • Discussing why it is important to listen at school and at home. • Naming our trustworthy adults. • Beginning to discuss safe and unsafe touch • Considering why it is important to follow rules. • Exploring what it means to be a safe pedestrian. 			<ul style="list-style-type: none"> • Practising what to do if I get lost. • Practising making an emergency phone call. • Explaining the difference between acceptable and unacceptable physical contact. • Identifying hazards that may be found at home. 		<ul style="list-style-type: none"> • Saying what a secret and a surprise is. • Discussing the concept of privacy and use the correct vocabulary for body parts. • Discussing safe and unsafe touches. • Exploring what people can do to feel better when they are ill and learning how to be safe around medicines. 	
	Knowledge	<ul style="list-style-type: none"> • Knowing why it is important to listen carefully. • Knowing what to do if we encounter an untrustworthy adult. • Knowing that pants cover up private parts (the PANTS rule). • Knowing that some rules are in place to keep us safe. • Knowing how to behave safely on the pavement and when crossing roads with an adult. 			<ul style="list-style-type: none"> • Knowing what to do if I get lost. • Knowing that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. • Knowing that the emergency services are the police, fire service and the ambulance service. • Knowing that some types of physical contact are never appropriate. • Knowing that a hazard is something which could cause an accident or injury. 		<ul style="list-style-type: none"> • Knowing the difference between secrets and surprises. • Knowing that medicine can help us when we are ill and that we should only take medicines when a trusted adult says we can. • Knowing the names of parts of my body including private parts. • Knowing the PANTS rule. 	
	Vocabulary	Healthy Unhealthy Exercise	Private Good touch Bad touch	Trusted adult Rules Instructions	Accident Drug Hazards	Medicine Physical contact	Penis Testicles/testes	Vulva Vagina
Citizenship (EYFS: Self-regulation – Listening and following instructions)	Skills	<ul style="list-style-type: none"> • Beginning to say why rules are important in school. • Learning to work as a member of a team. • Developing listening skills • Following instructions involving several actions. 			<ul style="list-style-type: none"> • Exploring the differences between people. • Recognising the groups that we belong to and explain that some groups are chosen and some we just belong to. • Explaining why voting is a fair way to decide something that affects a lot of people. 		<ul style="list-style-type: none"> • Explaining why rules are in place in different settings. • Recognising the importance of looking after the school environment and identify ways to help to improve it. • Recognising the contribution people make to the local community. • Learning how to discuss issues of concern to me. 	
	Knowledge	<ul style="list-style-type: none"> • Knowing that we have rules to keep everything fair, safe and enjoyable for everyone. • Knowing that we must listen to other people's ideas. • Knowing that working in a team can help overcome difficulties. 			<ul style="list-style-type: none"> • Understanding that people are all different and that this is a good thing. • Understanding that we all belong to different groups, identifying some groups they belong to. • Knowing that voting is a fair way to make a decision. 		<ul style="list-style-type: none"> • Knowing some of the different places where rules apply and that a rule everyone must follow is known as a 'law'. • Understanding what makes a good school environment and how everyone has a responsibility to maintain it. 	

				<ul style="list-style-type: none"> Knowing some of the jobs people do to look after the environment in school and the local community. Understanding how democracy works in school through the school council. 		
	Vocabulary	Rules	Care Democracy Fair	Responsibility Rule Vote	Election Identity Environment	Opinion Vote
Economic wellbeing	Skills		<ul style="list-style-type: none"> Discussing how to keep money safe. Recognising the purpose of banks and building societies. Explaining the difference between spending and saving 		<ul style="list-style-type: none"> Recognising that people make choices about how to spend money. Identifying whether something is a want or need. Saying some ways that people manage and look after their money 	
	Knowledge		<ul style="list-style-type: none"> Knowing that coins and notes have different values. Knowing that banks are places where we can store our money and keep it safe. Knowing the differences between spending and saving money 		<ul style="list-style-type: none"> Knowing some of the ways in which adults get money. Knowing the difference between a 'want' and 'need'. Knowing some of the features to look at when selecting a bank account. 	
	Vocabulary		Bank Building societies	Earn Value	Need Want	Priority
Transition	Skills	<ul style="list-style-type: none"> Beginning to discuss how we feel when there is a change 	<ul style="list-style-type: none"> Recognising our own strengths. 		<ul style="list-style-type: none"> Identifying people who can help us when we are worried about changes. 	
	Knowledge	<ul style="list-style-type: none"> Beginning to know that change can be both positive and negative. 	<ul style="list-style-type: none"> Understanding that changes can be both positive and negative. 		<ul style="list-style-type: none"> Understanding that change is part of life. 	
	Vocabulary	Transition Change	Transition Change		Transition	

Appendix 6

Useful Websites

Below are useful websites for more information regarding PSHE and RSE.

<https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/pants-parents-guide-online.pdf> NSPCC Pants parents' guide

[BBC education's PSHE](#). List of PSHE websites for 4-11 year old students, including games and activities and resources for teachers and parents.

[Kidsmart](#), learn about the internet and being a SMART surfer; plus lots of good sites for children.

[CBBC's stay safe](#) on line. Test your internet safety knowledge with Hacker, listen to some Stay Safe songs with Helen Skelton, News Kids On the Block and Bobby Lockwood and get some tips from the Horrible Histories gang.

[Safety Net Kids](#), all things to do with keeping safe.

[E-Safety, Tablets and Apps](#), tips and links to child friendly apps.

[Anti-bullying network](#), links to many sites to support anti-bullying.