P.D & R.S.H.E. Curriculum

Purpose of study

At HCAT, the PD & RSHE Curriculum sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities should be used flexibly to plan a programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding.

Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, schools may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

PD & RSHE education addresses both pupils' current experiences and preparation for their future. The HCAT PD & RSHE curriculum therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PD & RSHE education.

During key stages 1 and 2, our PD & RSHE curriculum offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PD & RSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

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

We have created supplementary guidance on sex education which is additional, but non-statutory content that parents have a right to withdraw their child from.

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. Healthy Lifestyles (Physical Wellbeing)
2. Mental Health
3. Ourselves, Growing and Changing
4. Keeping Safe
5. Drugs, Alcohol and Tobacco

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. Families and Close Positive Relationships
2. Friendships
3. Managing Hurtful Behaviour and Bullying
4. Safe Relationships
5. Respecting Self and Others

CORE THEME 3: LIVING IN THE WIDER WORLD

This core theme focuses on:

1. Shared Responsibilities
2. Communities
3. Media Literacy and Digital Resilience
4. Economic Wellbeing: Money
5. Economic Wellbeing: Aspirations, Work and Career

OUTLINE OF PD & RSHE COVERAGE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A & B	Relationships Links: BLM; WMH - Families - Close positive relationships - Friendships - Respecting self and others	Health & Wellbeing Links: - Healthy lifestyles (Physical wellbeing) - Drugs, alcohol and tobacco -	Living in the wider world - Shared responsibilities - Communities - Media literacy and Digital resilience	Health & Wellbeing - Mental Health – – Ourselves, Growing and changing	Relationships - Safe relationships - Managing hurtful behaviour and bullying - Respecting self and others - SRE	Living in the wider world - Economic Wellbeing: Money - Economic Wellbeing: Aspiration, Work and Career - Keeping Safe

Autumn Term

	EYFS	KS1		LKS2		UKS2	
		Autumn 1 Relationships	**Autumn 2 Health & Wellbeing**	**Autumn 1 Relationships**	**Autumn 2 Health & Wellbeing**	**Autumn 1 Relationships**	**Autumn 2 Health & Wellbeing**
Families and Close Positive Relationships	To know their special people (family, friends, carers) and what makes them special To know that different people have different special people. To form positive attachments to adults and friendships with peers	How do our families help us in our lives? I know common features of family life	Why is a healthy diet important for good health? I know what keeping healthy means and different ways to keep healthy. Why is sleep so important? I know why sleep is important and different ways to rest and relax.	Are all positive relationships the same for everyone? I know that there are different types of relationships	What are the elements of a balanced, healthy lifestyle? I know about the elements of a balanced, healthy Lifestyle. Should all people eat healthily, and what might be a barrier to stop people?	Why do people start relationships? I know that people may be attracted to someone emotionally	Why do people develop habits and are they always negative? I know how to recognise that habits can have both positive and negative effects on a healthy lifestyle
		Why are some families different and does that change how they help us? I know about the roles different people (friends, relatives etc) play in our lives	How do I make sure I have good hygiene and look after my body? I know simple hygiene routines that can stop germs from spreading. How do I enjoy the sun and its positive effects safely? I know how to keep safe in the sun and protect the skin from sun damage.	What are the features of different kinds of positive relationships? I know the features of different kinds of relationships and who would be part of those relationships	I know about what constitutes a healthy diet, including the risks associated with not maintaining a healthy diet. How would I know if I am starting to feel physically ill? I know about what good physical health means and how to recognise early signs of physical illness.	Why are love, security and stability important in family relationships? I know other shared characteristics of healthy family life, including commitment, care, spending time together and being there for each other	Why are some unhealthy habits so difficult to break? I know some positive and negative habits people may have that may impact on their health
Friendships	To know how to work and play cooperatively and take turns with others To know why friends are important and how they help us To know ways to care for a friend in need	What are the features of a good friendship? I know about how people make friends and what makes a good friendships	How do my choices effect my physical health? I know how some choices can improve the way I feel. Why is a healthy diet important for good health? I know about foods that support good health and the risks of eating too much sugar Why is physical activity and sleep important alongside a healthy diet? (digital devices)	Why do people get married or form civil partnerships? I know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.	How would I respond in a medical emergency? I know how to respond and react in an emergency-situation, including how to identify if a situation requires the emergency services.	Case Studies – Do family structures have the same shared characteristics? I know and respect that there are different types of family structures which give family members love, security and stability	How would a physically active lifestyle benefit your physical and mental health? I know how regular exercise benefits mental and physical health and some of the associated risks of an inactive lifestyle

				I know different ways to be physically active every day..					
			Why are friends important and how do they help us? I know when they or someone else feels lonely and what to do.	Why is dental care important for good oral health? I know about dental care & visiting the dentist. How do drugs and medicine help to keep people healthy? I know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	What are the benefits of friendships and how do I make friendships work? I know about the importance of friendships and strategies for building positive friendships.	How can I take care of injuries if they happen safely and effectively? I know what first aid is and some basic techniques for dealing with common injuries (bruises, scalds, burns and bleeds).	What are the principles of a respectful, positive relationship online and faceto-face? I know what constitutes a positive healthy friendship and that the same principles apply to online friendship as to face-to-face	What would happen if I were to stay up late every night? (Screen Time) I know the effects of lack of sleep on the body. I know a lack of sleep can lead to immune weakness, fatigue, headaches and migraines and mood swings
Safe Relationships	To know the adults who they can ask for help from, and will keep them safe To recognise the feelings they have when they are unsafe To know how to talk about keeping themselves safe, safe touches and consent.		What can I do to help my friends, even if we fall out sometimes? I know how to be polite and courteous	Are medicines always good for you? I know how drugs and medicines can affect how people feel.	How does my behaviour have an impact on others in relationships I know that personal behaviour can affect other people	How does the food I eat and lifestyle choices affect my oral health? I know how to maintain good oral hygiene and the impact of lifestyle choices on dental care.	What are the positive attributes of myself and my peers? I know that everyone, including them, should expect to be treated politely and with respect by others.	How would drugs affect us immediate, short term and long term? I know about the risks and effects of legal drugs common to everyday life (cigarettes, e-cigarettes, alcohol and medicines)
			How are the people we have relationships with different? I know the ways in which I am the same and different to others.		How do I ensure online relationships stay positive and safe? I know and model respectful behaviour online	What are the benefits and risks of sun exposure? I know about the benefits of sun exposure and risks of overexposure.	Why is it important to show self-respect and how can it influence my feelings? I know the importance of self-respect and how this can affect their thoughts and feelings about themselves	How might influence and pressure effect people's drugand alcohol use? I know that drug use can become a habit which can be difficult to break
							What are the different types of marriage and what are your human rights? I know that forcing anyone to marry against their will is a crime	To know strategies to respond to feelings and how to manage and respond to feelings appropriately and proportionately To know warning signs about mental health and wellbeing and how to seek support for themselves.
							What are the benefits of having different types of friends? I know how friendships can change over time	To know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools To understand what discrimination means and how to challenge it

Spring Term

	EYFS	KS1		LKS2		UKS2	
		Spring 1 Living in the Wider World	**Spring 2 Health & Wellbeing**	**Spring 1 Living in the Wider World**	**Spring 2 Health & Wellbeing**	**Spring 1 Living in the Wider World**	**Spring 2 Health & Wellbeing**
Families and Close Positive Relationships	To know their special people (family, friends, carers) and what makes them special To know that different people have different special people. To form positive attachments to adults and friendships with peers	To know about what rules are and why they are needed To know about why different rules are needed in different situations	To know how feelings can affect people's bodies and how they behave. To know how to recognise what others might be feeling To know that not everyone feels the same at the same time, of feels the same about the same things	To know reasons for rules and Laws I know the consequences of not adhering to the rules and laws	What might influence my lifestyle and health choices? (informed choices) I know how to make informed decisions about my health.	To know there are human rights, that are there to protect everyone I know a responsibility is having a duty to deal with something or of having control over someone	How have you made choices about your own healthy lifestyle? I know about choices that support a healthy lifestyle and recognise what might influence these
		I know why rules are important To know about the different groups they belong to	To know different things they can do to manage big feelings To know when they need help with their feelings and know how to ask for help	I know consequences of following rules can be positive To know about the different groups that make up their community.	What are the challenges of living a healthy lifestyle? I know factors people might consider when making decisions about what to eat and drink.	I know freedom of expression means we are free to express our thoughts and opinion as long as it is within the law To know about diversity and the benefits of living in a diverse community	Can we always rely on the media to make informed choices on our health? I know the images in the media can be changed, altered or adapted and this means it may not be 'true'.
Friendships	To know how to work and play cooperatively and take turns with others To know why friends are important and how they help us To know ways to care for a friend in need	I know some groups are given to us e.g. eye colour and race, some are chosen for us e.g. religion, family and some we can chose e.g. hobbies & friends	To know about change and loss (including death) and identify feelings associated with this. To know that people can say hurtful things online To know how to report bullying and the importance of telling a trusted adult	To know what living in a community means I know how democracy works in the local area	Why do we have laws and guidance about the use of drugs? (legal and illegal) I know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give others.	I know contributions to the community are recognised and valued. I know significant people who have impacted on the local community in our area.	How can we limit the spread of bacteria and viruses? I know that bacteria & viruses can affect health and everyday hygiene routines can limit the spread of infection
		I know how democracy works To know about things they can do to help look after the school & local environment	To know about different feelings that humans can experience To know and name different feelings To know about ways of sharing feelings and words to describe them	To know ways of carrying out shared responsibilities for protecting the environment in school and at home To know how everyday choices can affect the environment	To know about strategies and behaviours that support mental health To know that feelings can change over time and range in intensity	To know about the relationship between rights and responsibilities I know individuals campaign for causes they believe in to protect theirs and others human rights	Why should medicines be used responsibly to support people's health? I know how medicines, when used responsibly, contribute to health and some diseases can be prevented by vaccinations and immunisations

Safe Relationships	To know the adults who they can ask for help from, and will keep them safe To recognise the feelings they have when they are unsafe To know how to talk about keeping themselves safe, safe touches and consent.		To know the ways they are the same as, and different to, other people I know some people have jobs that help to keep our environment a good place to live	To know about things that help people feel good (e.g. playing outside, doing things they enjoy, getting enough sleep) To know that bodies and feelings can be hurt by words and actions To know that hurtful behaviour including teasing, name-calling anddeliberately excluding others is not acceptable To know about how people may feel if they experience hurtful behaviour or bullying	I know reusing items benefits the Environment I know groups exist to do different things in a community To know the value of diversity in a community	To know strategies to respond to hurtful behaviour experienced or witnessed and how to report their concerns To know that mental health, just like physical health, is part of daily life and it is important to take care of it To know a variety of vocabulary to talk about feelings and how to express them in different ways. To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	To know about stereotypes and how they can negatively influence behaviours and attitudes towards others To know strategies for challenging stereotypes I know prejudice is preconceived opinion that is not based on reason or actual experience	To know what is meant by negotiation and compromise in relationships. To know that anyone can experience mental ill health and most difficulties can be resolved with help and support

Summer Term								
EYFS		KS1		LKS2		UKS2		
		Summer 1 Relationships	Summer 2 Living in the Wider World	Summer 1 Relationships	Summer 2 Living in the Wider World	Summer 1 Relationships	Summer 2 Living in the Wider World
Families and Close Positive Relationships	To know their special people (family, friends, carers) and what makes them special To know that different people have different special people. To form positive attachments to adults and friendships with peers	Are all families the same and how do we show respect to different types? I know about different types of families, including those that may be different to my own.	To know what money is and the forms that money comes in. To know that money comes from different sources	What are the features of a caring relationship? I know that a feature of positive family life is caring relationships and the different ways people care for one another	To know about the different ways to pay for things and the choices people have about this. To know positive things about themselves and their achievements	Why are people attracted to each other? I know that people may be attracted to someone romantically and sexually	To know what influences people's decisions on spending and saving money To know what makes something good value for money
		How do families support me while I grow up? I know stable, caring relationships, which may be of different types, are all at the heart of happy families, and are important for children's security as they grow up.	To know that everyone has different strengths. To know that jobs help people to earn money to pay for things	How would I know if a relationships is healthy? I know the features of a caring relationship	To know that there is a broad range of different job/careers that people can have To know ways in which the internet and social media can be used both positively and negatively	What is sexual orientation and gender identity? I know the difference between gender identity and sexual orientation	To know about what might influence people's decisions about a job or career To know how to assess the reliability of sources of information online and how to make safe, reliable choices from search results
Friendships	To know how to work and play cooperatively and take turns with others To know why friends are important and how they help us To know ways to care for a friend in need	Why might a relationship make me feel worried or unhappy? I know that it is important to tell someone if something about their family makes them unhappy or worried	To know different jobs that people they know or people who work in the community do. To know about how the internet and digital devices can be used safely to find things out and to communicate with others	How would I know if a relationship is unhealthy and what could I do? I know if family relationships are making them feel unhappy or unsafe	To know about some of the different ways information and data is shared and used online To know things appropriate to share and things that should not be shared on social media	What are stereotypes and how can they influence our perception of others? I know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own.	To know about how text and images in the media and on social media can be manipulated or invented To know that connect devices can share information
		How could someone help me if I am worried or unhappy about a relationship? I know how to ask for help if a friendship is making them feel unhappy	To know that people make different choices about how to save and spend money To know about the difference between needs and wants	How are people different and what makes them unique? I know the importance of respecting others, even when they are very different from me	To know that people have different attitudes towards saving and spending money To know that people make spending decisions based on priorities, needs and wants	Agree to Disagree – How can we constructively challenge other's views? I know how to discuss and debate topical issues, respecting other people's point of view	To know different ways to keep track of money To know about the risks associated with money, including gambling, loss or stolen and know ways to keep money safe
Safe Relationships	To know the adults who they can ask for help from, and will keep them safe To recognise the feelings they have when they are unsafe To know how to talk about keeping themselves safe, safe touches and consent.	How do I show respect to myself and others? I know how to treat myself and others with respect	To know that sometimes people may not always be able to have the things they want To know about some of the strengths and interests someone might need to do different jobs To know about the role of the internet in everyday life	How do I show respect for the differences and similarities of others? I know about respecting the differences and similarities between people	To know that people often have more than one career or type of job during their life To know that some jobs are paid more than others To know that money is one factor which may influence a person's job or career choice To know the rules surrounding the distribution of images online	**Sex Education** Y5: Talking about Puberty. I know how to describe the human life cycle: foetus, baby, infant, toddler, child, teenager, adult, elderly and death. I know how to identify ways in which the human body changes as it ages.	To identify the ways that money can impact on people's feelings and emotions To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them

							To explore the emotional and physical changes that occur during puberty. Explain the cycle of human life. Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence Explain how to stay clean during puberty. Describe how emotions change during puberty. Demonstrate how to seek help and support during puberty	
			What can I do if I have had an argument with a friend? I know simple strategies to resolve arguments between friends positively	**KEEPING SAFE** To know what to do if there is an accident and someone is hurt To know how to get help in an emergency (how to dial 999 and what to say) To know the safe ways to store medicine and who can give it to children To know that some things are private and the importance of respecting privacy, including their body parts	How do I make others feel included and support them in positive relationships? I know that healthy friendships make people feel included.	**KEEPING SAFE:** To know what first aid is and some basic techniques for dealing with common injuries (bruises, scalds, burns and bleeds) To know how to respond and react in an emergency situation, including how to identifying if a situation requires the emergency services To know the definition of the word 'drug' and understand that nicotine and alcohol are both drugs.	Lesson 2: Puberty & Hygiene To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty. Explain how to stay clean during puberty. Describe how emotions change during puberty. Demonstrate how to seek help and support during puberty.	To know a variety of routes into careers (e.g. college, apprenticeship and university) To know about how information on the internet is ranked, selected and targeted at specific individuals and groups
			Sex Education Y1: Body Parts To recognise their bodies' capabilities and uniqueness. To explore some of the differences between males and females and to understand how this is part of the life cycle.	To know how to respond safely to adults they don't know To know what to do if they feel unsafe or worried for themselves or others and who to ask for help To know how to respond if physical contact makes them feel uncomfortable or unsafe	**Sex Education** Y3: Differences: Male/Female To recognise the difference between males and females including body parts. Identify the differences between males and females. Name male and female body parts using agreed words.	To know how to respond safely and appropriately to adults they may encounter in all context, whom they do not know To know where to get advice and report concerns if they are worried about their own or someone else's personal safety	Y6: Reproduction & Puberty To explore the emotional and physical changes that occur during puberty. To consider reproduction in the context of healthy relationships. Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence. Explain how babies are made Know what constitutes towards sexual abuse.	**KEEPING SAFE:** To know how they promote personal safety and wellbeing with reference to digital media To know about the risks and effects of legal drugs common to everyday life (cigarettes, e-cigarettes, alcohol and medicines) To know strategies for recognising risks, harmful content and contact
			Y2: Differences: Male/Female To understand and respect differences and similarities between boys and girls.	To know about rules and age restrictions that keep us safe To know basic rules to keep safe online, including what is meant by	Y4: Body Changes & Reproduction To identify some basic facts about puberty, reproduction and pregnancy.	To know the importance of keeping personal information private and strategies for keeping safe online To know that there are laws	Lesson 2: Menstruation & Wet Dreams To understand that menstruation and wet dreams	To know about seeking and giving permission (consent) in different situations To know reasons for following and

			Describe some differences between male and female Describe some differences between boys and girls. Understand that making a new life needs a male and a Female.	personal information. To know about things that people can put into their body or on their skin To know how these things can affect how people feel	Know that during puberty the body changes from a child into a young adult. Understand why the body changes in puberty. Identify some basic facts about pregnancy.	surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	are a normal part of growing up. To answer each other's questions about sex and relationships with confidence and find support and advice. Explain and ask questions about menstruation and wet dreams. Describe how to manage periods and wet dreams. Can answer their own questions about sex and Relationships. Can use appropriate language to discuss sex and relationships with confidence Can identify sources of information, support and advice for children and young people.	complying with regulations and restrictions (including age restrictions) To know about the importance of taking medicines correct and using household products safely To know that drug use can become a habit which can be difficult to break
			Lesson 2: Body Parts To focus on sexual difference and to name body parts. Describe the differences between males and females. Name the male and female body parts.	To know there are situations when they should ask for permission and also when their permission should be sought To know about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually) To know about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually) To know that sometimes people may behave differently online, including by pretending to be someone they're not	Lesson 2: What is Puberty? To learn about the physical changes associated with puberty Know the physical changes that happen in puberty. Know that each person experiences puberty differently.	To know about privacy and personal boundaries, demonstrating what is appropriate in friendships and wider relationships		To know about why people choose to use or not use drugs To know why someone may behave differently online, including pretending to be someone else To know and use strategies to deal with pressure from others to do something unsafe or that makes them feel uncomfortable