

Subject

Personal, Social, Health and Economic Education, including Relationships and Sex Education

Aims/Intent

The Weston Curriculum for Personal, Social, Economic and Health Education and Relationships and Sex Education aims to ensure that all pupils:

- Have access to a Curriculum which will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, with the confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- Receive the help and support young people need to thrive in their physical, emotional and moral development.

Curriculum Content

Pupils in EYFS - See EYFS Curriculum page for information about PSHE and RSE taught (for example, as part of the Personal, Social and Emotional Development area of learning).

Pupils in Years 1 to 6 will be taught the following units every year, building upon the previous year's knowledge;

Year Group	School Year 2023-24 (Year B)	School Year 2024-25 (Year A)
1/2	Zones of Regulation Anti-Bullying Safety First – Health and Well-Being Diverse Britain – Living in the Wider World Relationships – Christopher Winter's	Protective Behaviours Anti-Bullying Safety First – Health and Well-Being Growing up – Health and Well-Being Relationships – Christopher Winter's
3/4	Zones of Regulation Anti-Bullying Safety First – Health and Well-Being One World - Living in the Wider World Relationships – Christopher Winter's	Protective Behaviours Anti-Bullying Growing up – Health and Well-Being Money Matters – Living in the Wider World Relationships – Christopher Winter's
5/6	Zones of Regulations Anti-Bullying Safety First – Health and Well-Being One World – Living in the Wider World Relationships – Christopher Winter's	Protective Behaviours Anti-Bullying Growing up – Health and Well-Being Money Matters – Living in the Wider World Relationships – Christopher Winter's

Pupils in KS1 will be taught to;

- Recognise what a 'Trusted adult' is
- Recognise when they feel safe and what they can do if they don't
- Recognise what bullying is
- To understand what 'Zones of Regulation' are and how we use them
- Know what to do if someone/ themselves experiences bullying
- H1. about what keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about why sleep is important and different ways to rest and relax
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. about ways of sharing feelings; a range of words to describe feelings
- H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- H23. to identify what they are good at, what they like and dislike
- H24. how to manage when finding things difficult
- H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26. about growing and changing from young to old and how people's needs change
- H27. about preparing to move to a new class/year group
- H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- H31. that household products (including medicines) can be harmful if not used correctly
- H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- H33. about the people whose job it is to help keep us safe
- H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- H35. about what to do if there is an accident and someone is hurt
- H36. how to get help in an emergency (how to dial 999 and what to say)
- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. about different types of families including those that may be different to their own
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- R6. about how people make friends and what makes a good friendship
- R7. about how to recognise when they or someone else feels lonely and what to do
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment
- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people
- L14. That everyone has different strengths

Pupils in KS2 will be taught to;

- Recognise what a 'Trusted adult' is
- Recognise when they feel safe and what they can do if they don't
- Recognise what bullying is
- To understand what 'Zones of Regulation' are and how we use them
- Know what to do if someone/ themselves experiences bullying
- H1. how to make informed decisions about health
- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- 14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situation
- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
- H35. about the new opportunities and responsibilities that increasing independence may bring
- H38. how to predict, assess and manage risk in different situations
- H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
- H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
- H43. about what is meant by first aid; basic techniques for dealing with common injuries
- H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. 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
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- R25. to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R26. about seeking and giving permission (consent) in different situations
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money

For our Relationships and Sex Education we use the Christopher Winter's Project in EYFS, KS1 and KS2

Pupils in KS1 will be taught

- To understand that we are all different but can still be friends
- Know that we can be friends with people who are different to us
- To discuss how children grow and change
- To understand that babies need care and support
- Know that older children can do more by themselves
- To explore different types of families and who to ask for help
- To identify who can help when families make us feel unhappy or unsafe
- Know there are different types of families

- Know which people we can ask for help
- To introduce the concept of gender stereotypes
- To identify differences between males and females
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies
- To explore some of the differences between males and females
- To understand how this is part of the lifecycle
- Describe some differences between male and female animals
- Understand that making a new life needs a male and a female
- To focus on sexual difference and name body parts
- Describe the physical differences between males and females
- Name the different body parts

Pupils in KS2 will be taught;

- To identify that people are unique and to respect those differences
- To explore the differences between male and female bodies
- Know and respect the body differences between ourselves and others
- Name male and female body parts using agreed words
- To consider appropriate and inappropriate physical contact and consent
- Understand that each person's body belongs to them Understand personal space and unwanted touch
- To explore different types of families and who to go to for help and support
- Understand that all families are different and have different family members]
- Identify who to go to for help and support
- To explore the human lifecycle
- To identify some basic facts about puberty
- Understand that puberty is an important stage in the human lifecycle
- Know some changes that happen during puberty
- To explore how puberty is linked to reproduction
- Know about the physical and emotional changes that happen in puberty
- Understand that children change into adults to be able to reproduce if they choose to
- To explore respect in a range of relationships
- To discuss the characteristics of healthy relationships
- Know that respect is important in all relationships including online
- Explain how friendships can make people feel unhappy or uncomfortable
- To explore the emotional and physical changes occurring in puberty
- Explain the main physical and emotional changes that happen during puberty
- Ask questions about puberty with confidence
- To understand male and female puberty changes in more detail
- Understand how puberty affects the reproductive organs
- Describe what happens during menstruation and sperm production
- 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 keep clean during puberty Explain how emotions/relationships change during puberty
- Know how to get help and support during puberty
- To consider puberty and reproduction
- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Explore the importance of communication and respect in relationships
- Explain differences between healthy and unhealthy relationships
- Know that communication and permission seeking are important
- To consider different ways people might start a family
- Describe the decisions that have to be made before having children

- Know some basic facts about conception and pregnancy
- To explore negative ways of communicating in relationships
- To have considered when it is appropriate to share personal/private information in a relationship
- To know how and where to get support if an online relationship goes wrong

Pupils will also re-visit learning from prior year groups to reinforce connections and to help them to truly master the learning

It is at the discretion of the teacher to cover each area to best suit their cohort's current needs.