

# Hartford Infant and Preschool



## PSHE & Relationships and Sex Education [RSE] Policy

Lead person: Mrs Rae Lee  
Adopted by Governors: Autumn 2021  
Date of revision: November 2024

## Vision and Values

**We believe** in bringing out the best in everyone.

**We want** all our children to be curious, confident learners who can communicate effectively.

**We want** all children to be;

- Articulate, using a rich vocabulary
- Independent, active learners who are self-motivated
- Happy, with a love of learning
- Resilient problem solvers
- Respectful members of the community, with high standards of behaviour

**We offer** high standards of teaching and learning in an enabling, inclusive environment where each child is nurtured and valued as an individual and encouraged to reach their potential.

**We value** six fundamental characteristics of learning that encourage the children to be the very best version of themselves.

These are our **Hartford Heroes** which focus on:

- aiming high
- involvement
- perseverance
- problem solving
- reflection
- teamwork.

## Curriculum Intent

At Hartford Infant and Preschool (HIS) we have a bold and engaging curriculum that develops the following **core skills**:

- Curiosity (question, observe, enquire, understand)
- Confidence (resilient, independent, reflective, self-motivated, problem solver, resourceful, self-regulate)
- Communication (read, write, represent, reason, speak, listen, present, collaborate)

We deliver a **skills-led curriculum**, which is underpinned by **knowledge**. We teach the foundations children need in order to make connections across year groups and subjects, which will allow them to be successful citizens. We believe that all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences and barriers into account. We aim for all pupils to develop the skills and knowledge they need in order to succeed across the curriculum and reach their potential. We provide an engaging and accessible curriculum, relevant to our community, promoting our school vision and values, in order to develop a lifelong love for learning.

## PSHE Intent

In Personal, Social, Health and Economic Education (PSHE) we deliver an engaging curriculum which enables our children to become physically and mentally healthy, independent and responsible members of society.

In our lessons we want our children to understand and gather the necessary skills to navigate the challenges they face in growing up and to develop their sense of self-worth.

Our children will be the best version of themselves and play a positive role in the school and wider community.

Our guiding principles have been that all the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents.

## PSHE Implementation

The Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance allows us flexibility to develop our own PSHE program within our broad and balanced curriculum.

As an infant school, we must teach Relationships Education and Health Education.

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Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges <sup>7</sup> , although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		

## **Subject Content**

At Hartford Infant and Preschool we cover the PSHE objectives through the implementation of the *Cambridgeshire Primary Personal Development Programme*. This ensures full coverage of the statutory subject content. We adapt this program where necessary to meet the needs of our children and schedule the units in a way that ensures progression and integration with the rest of the school curriculum. Teaching staff tailor each lesson with their class in mind, focussing on their specific needs and working in more depth as needed.

Through their whole primary school education, the children acquire age appropriate skills and knowledge by learning through the following areas:

### **Relationship Education**

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

### **Health Education (Physical Health and Mental Wellbeing)**

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

For our Long Term Plan see Appendix 1 or the school website:

The content of the Cambridgeshire Primary Personal Development Programme units that we teach at Hartford Infant and Preschool can be found on the school website.

## **Teaching**

Class teachers are responsible for teaching the main PSHE lessons with support and advice from the PSHE lead. Members of the senior leadership team lead assemblies relating to PSHE and lessons are supported by teaching assistants.

We implement the teaching of PSHE in the following ways:

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- Weekly discrete PSHE lessons.
- Weekly class assembly using units from 'Cambridgeshire Primary Personal Development Programme' and linked to current lessons.
- Regular circle time in classes to address key PSHE themes, e.g. behaviour and friendship, Hartford Heroes and Golden Rules.
- Whole school assemblies linked to British values and PSHE, e.g. NSPCC, Parliament Week, Road Safety Week, Anti Bullying, religious/seasonal festivals and celebrations, visitors etc.
- Sentence stems are used in PSHE, linking to Oracy.
- School councillors are elected in each class after voting by their peers during Parliament Week and regularly meet to discuss school-based issues.
- Nurture Room supports those children identified as requiring additional SEMH support.
- Cross curricular links to PE, RE, computing and science, through high-quality whole class teaching and enquiry sessions.
- Whole school displays highlight PSHE themes. E.g. Humpty Dumpty display Autumn 2020. Class PSHE displays/stations support emotional wellbeing. E.g. The Colour Monster.
- Whole school Healthy Selfie board and regular assemblies with PE/Sports Premium lead.
- Daily 'Ready To Learn' time in KS1 and COOL time (Choose Our Own Learning) in EYFS where children can choose from classroom provision and support is given where needed to settle children and provide a positive, calm start to the day. In addition, Pupil Premium and vulnerable children are targeted during this time to meet their individual needs and remove any potential barriers.
- Whole school daily massage\* provides opportunity for learning about consent, turn taking, appropriate physical contact and to promote a calm mindset.
- Annual Healthy Week promotes healthy, active lifestyles. E.g. mental well being, physical fitness, healthy eating, health and prevention (sleep, sun safety, dental hygiene, personal hygiene etc).
- Weekly Forest School sessions link to healthy lifestyles, safety, relationships and teamwork, physical health and fitness.
- School staff model positive behaviours, e.g. not tolerating sexism, homophobia, gender stereotypes etc.
- Conflict resolution dialogue promoted across school.
- Routinely celebrating and raising the profile of minorities. E.g. Black History Month, significant women in STEM.

\* Suspended temporarily due to COVID-19

### **Definition of Relationships Education**

The focus of Relationships Education at Hartford Infant and Preschool is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

### **Relationships and Sex Education (RSE)**

RSE is about the emotional, social and cultural development of pupils. At infant school level, it involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Relationships and Sex Education is not compulsory in Primary Schools. At Hartford Infant School, though we are not required to provide sex education, we do need to teach the part of the science national curriculum relating to humans and growth:

In **Year 1** the children are taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

In **Year 2** the children are taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **Right to Withdraw**

Parents do not have the right to withdraw their children from Relationships Education (taught through PSHE) or lessons teaching the science national curriculum.

## **Monitoring and Evaluating**

PSHE is primarily monitored by the PSHE lead through learning walks and feedback from children, staff and parents. Monitoring also involves book and Tapestry looks in addition to tracking and cross referencing planning and IWBs with the curriculum content.

PSHE is evaluated informally by teaching staff week to week based on immediate feedback from the lessons and in direct response to the current needs of the children in their class. Regular audits assist the PSHE lead in evaluating the curriculum and further training needs. The assessment grids allow for identification of successes and next steps in PSHE across the school.

## **Assessment**

Learning in PSHE can be difficult to assess because much of it relies on children reflecting on their individual identity – their qualities, attitudes, skills, achievements and influences. Therefore our assessment in PSHE uses a combination of teacher assessment and pupil self and peer assessment.

Our aim in PSHE assessment is not to 'pass' or 'fail' but compare where the children are at the end of a lesson or series of lessons against their starting points. During each unit the children complete specific activities which are designed to demonstrate their skills and knowledge allowing the teacher to make assessments. This is often through discussion or tasks in PSHE books or on Tapestry.

An assessment grid for each year group is used which allows the class teachers to keep track of the children's progress and to inform their PSHE teaching. This is updated at the end of each unit. These grids enable the PSHE lead to monitor and evaluate progress across the school.

For Assessment Grids see Appendix 2

## **Parents and Carers**

We are clear that parents and carers are the prime educators for children on many of the matters that arise in our PSHE lessons. We aim to complement and reinforce this role and it is our hope that we can build on what pupils learn at home as an important part of delivering a good education.

Parents have access to this policy on our school website. We will also provide a copy of the policy to anyone who asks for one. It is our aim that parents and carers would be involved in the consultation and review of the PSHE policy.

At Hartford Infant and Preschool we communicate regularly through Learner Profile Meetings with parents to discuss their children's current needs and make reasonable adjustments and extra support where appropriate. Home School Visits in advance of starting school in EYFS also lay the groundwork for a positive home school relationship.

## **SEND Learners**

At Hartford Infant and Preschool we provide a secure and accessible environment, within which all our children can flourish. Teachers have high expectations for all children and meet individual needs as they arise. This bespoke provision sometimes means making changes to the environment, methods of communication or resources utilised. Staff are deployed to support children in the most appropriate manner and outside agency advice is followed. In our lessons we help pupils develop the skills and knowledge needed to succeed across the curriculum and reach their full potential. We understand that children all begin at different starting points, each child's progress is unique and is tracked rigorously and celebrated. Our children will become, to the best of their ability, inquisitive and independent learners, prepared to challenge themselves and try new experiences on their journey. All staff work with determination to prevent any form of learned dependence. Our intention is that all children will demonstrate tolerance towards each other and be inclusive of all groups within their learning, play and social time.

At Hartford Infant and Preschool, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors are taken into consideration in designing and teaching these subjects.

As teachers of SEND pupils, we tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## **Equal Opportunities**

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities. At Hartford Infant and Preschool, we have high expectations of all pupils and of all groups of pupils. We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations, and are committed to taking action where underachievement is identified. We recognise and value all forms of achievement.

At Hartford Infant and Preschool our aim is to be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours and our school pastoral and behaviour policies support all pupils.

## **School Policy Links**

This policy should be read alongside the following Hartford Infant and Preschool policies:

- Safeguarding and Child Protection Policy
- Anti Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Pupil Equality and Diversity Policy
- SEND and Inclusion Policy

These policies are linked on the school website:

<https://www.hartfordinfantschool.org/parent-carer-and-pupil-information/key-policies>

## **National Guidance**

For further information please also refer to:

Relationships Education, Relationships and Sex Education and Health Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Alternative Provision

<https://www.gov.uk/government/publications/alternative-provision>

Preventing and Tackling Bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Promoting Fundamental British Values

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

## **Consultation and Review**

This policy has been produced collaboratively with senior leaders, members of teaching and support staff, the PSHE lead, members of the governing body, parent representatives and pupils from the school. Its outcomes should always be in the best interests of the pupils at Hartford Infant and Preschool and will therefore be reviewed annually and if necessary revised and updated. This will be done by parents, staff and the governing body.

Date of Policy: November 2020

Review date: Autumn 2021

Hartford Infant School PSHE Long Term Plan			
We use the units of work from the Cambridgeshire Primary Personal Development Programme			
KEY	MMR: Myself and My Relationships	RSE: Relationships and Sex Education	EW: Economic Wellbeing
	CIT: Citizenship	HSL: Healthy and Safer Lifestyles	
	<b>Autumn</b> Transition and Community	<b>Spring</b> Safety	<b>Summer</b> Healthy Lifestyles and Healthy Week
Key dates in the academic year	<b>November:</b> Anti-bullying week, Road Safety week, Parliament week, Children in Need, Election of school counsellors British values	<b>February:</b> Safer Internet Day <b>March:</b> Comic Relief British values	<b>May:</b> Mental health awareness week <b>June:</b> world well-being week <b>July:</b> HIS Healthy week, Transition, British values
<b>Reception</b>	<b>Discuss and decide Ground Rules</b> 1. MMR1: Beginning and Belonging 2. MMR2: Family and Friends 3. CIT1: Identities and Diversity	<b>Revisit Ground Rules</b> 1. HSL2: Keeping Safe 2. MMR3: My Emotions	<b>Revisit Ground Rules</b> 1. CIT2: Me and My World 2. HSL1: My Body and Growing Up 3. HSL3: Healthy Lifestyles
<b>Year 1</b>	<b>Discuss and decide Ground Rules</b> 1. MMR4: Beginning and Belonging 2. CIT3: Working Together 3. HSL4: Managing Risk	<b>Revisit Ground Rules</b> 1. HSL5: Safety Contexts 2. MMR6: Family and Friends  Optional enrichment unit: MMR: Lost and Found	<b>Revisit Ground Rules</b> 1. CIT4: Diversity and Communities 2. MMR5: My Emotions 3. HSL6: Relationships and Sex Education (RSE)
<b>Year 2</b>	<b>Discuss and decide Ground Rules</b> 1. CIT5: Rules, Rights and Responsibilities 2. HSL7: Healthy Lifestyles 3. MMR7: Anti-bullying  Enrichment unit (delivered through enquiry): E-safety	<b>Revisit Ground Rules</b> 1. HSL9: Personal Safety 2. EW1: Financial Capability	<b>Revisit Ground Rules</b> 1. MMR8: Managing Change 2. HSL8: Drug Education 3. HSL10: Relationships and Sex Education (RSE)

Reception PSHE Assessment 2021-2022 Class 1/2

Unit Title	Autumn MMR 1 Beginning and Belonging	Autumn MMR 2 Family and Friends	Autumn CIT 1 Identities and Diversity	Spring HSL 2 Keeping Safe	Spring MMR 3 My Emotions	Summer CIT 2 Me and My World	Summer HSL 1 My Body and Growing Up	Summer HSL 3 Healthy Lifestyles
	<p>To understand what is special about me and other people in my class</p> <p>To understand what I have learnt to do and recognise what I would like to do next.</p> <p>To know who and how to ask for help if they need it.</p> <p>To understand ways of welcoming new children to the class.</p> <p>To understand how people's behaviour makes other people feel</p> <p>To understand ways of respecting the needs of other children in the class.</p> <p>To begin to understand how to play and work alongside others at school.</p>	<p>To understand what makes a family and to understand how people in families care for each other.</p> <p>To understand what makes a good friend.</p> <p>To understand ways of making new friends.</p> <p>To understand simple reasons for why friends may fall out and simple ways to make up with friends.</p> <p>To recognise what unkind behaviour looks like and understand what to do when someone is unkind.</p>	<p>To understand how they belong to their class and recognise similarities &amp; differences between themselves &amp; others in class.</p> <p>To understand how they belong to their family.</p> <p>To recognise similarities and differences between the ways that families live their lives.</p> <p>To understand that people and families have different beliefs and customs that are important and special to them.</p> <p>To understand that it is important to respect other people's differences and the ways in which they live their lives.</p> <p>To understand ways that people and families celebrate their beliefs and ways of life.</p>	<p>To be able to identify trusted adults who children could talk to and ask for help.</p> <p>To be able to assess risks in the school and its grounds.</p> <p>To be able to plan ahead to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways.</p> <p>To be able to develop a strategy to keep safer when lost.</p> <p>To be able to identify safer places to play.</p> <p>To be able to name parts of the body including the external sexual parts.</p> <p>To be able to identify and distinguish between different touches.</p> <p>To be able to recognise what a secret is.</p> <p>To be able to use an assertive voice and body language.</p> <p>To be able to identify how and when to tell.</p> <p>To understand basic road safety skills.</p> <p>To be able to identify common harmful substances.</p> <p>To know what goes on to and into a young child's body.</p> <p>To understand what medicines are and why some people need medicines.</p> <p>To understand how to be safe with medicines and who are the trusted people who help them to take medicine when they need it.</p>	<p>To recognise and identify feelings in themselves and others.</p> <p>To recognise what causes different feelings in themselves and others.</p> <p>To recognise how change and losing something makes them and other people feel.</p> <p>To recognise simple ways of making themselves feel better.</p> <p>To recognise ways of helping other people to feel better.</p>	<p>To identify the people who look after them at school and understand their roles.</p> <p>To understand ways that they can help to look after the school environment.</p> <p>To understand ways that they can help to look after their things and their home.</p> <p>To recognise and understand the purpose of different places and features in their neighbourhood.</p> <p>To recognise and understand the jobs of different people in their neighbourhood including people who help them.</p> <p>To understand ways of looking after their local outdoor area and keeping the environment special for everyone.</p> <p>To understand ways of caring for plants and animals.</p> <p>To understand what money is and what it is used for and different ways of looking after money.</p> <p>To understand what happens if we do not have enough money to pay for something.</p>	<p>To understand and value what their bodies can do.</p> <p>To describe their own appearance and name external body parts including using agreed names for the sexual parts.</p> <p>To recognise similarities and differences between the bodies of girls and boys.</p> <p>To understand ways in which their body has changed since they were a baby.</p> <p>To understand ways of looking after their body and keeping it clean.</p> <p>To understand how members of their family and other trusted people care for and look after them.</p> <p>To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.</p> <p>To recognise how growing up makes them feel.</p>	<p>To understand some of the things needed to have a healthy body.</p> <p>To be able to name and talk about foods they like and dislike.</p> <p>To understand why different foods and drink are important in order for our bodies to stay healthy and well.</p> <p>To understand what exercise is and why it is good for us.</p> <p>To understand the importance of sleep for our bodies.</p> <p>To begin to understand how to make choices which promote healthy living.</p>
Absent								
Has not met								
Additional Notes								



**Year One PSHE Assessment 2021-2022 Class 3/4**

Unit Title	Autumn MMR 4 Beginning and belonging	Autumn HSL 4 Managing risk	Autumn CIT 3 Working together	Spring MMR 6 Family and friends	Spring HSL 5 Safety context	Summer MMR 5 My emotions	Summer HSL 6 Relationships and sex education	Summer CIT 4 Diversity and communities
	<p>To participate in discussions about how to make the classroom a place they can learn safely and happily.</p> <p>To participate in activities that enable them to develop collaborative relationships within the class.</p> <p>Recognise what it feels like to be new in school.</p> <p>To have some ideas about how to make new people feel welcome in the class.</p> <p>To know who and what might help them if they are in a new situation.</p> <p>To be able to identify adults who can help them if they need support.</p> <p>To know how to ask for help and to have some ideas about they can help each other.</p>	<p>Identify a range of familiar situations which might entail risk and consider ways to keep themselves safe.</p> <p>To identify emotions associated with risky behaviour or situations.</p> <p>To know basic personal information and know when they might need to give it.</p> <p>To understand the range of people in the community who help keep us safer.</p> <p>To know how to ask for help in an emergency.</p> <p>To recognise familiar situations where they can offer help.</p> <p>To know how to reduce risk and keep myself safer in a variety of situations.</p>	<p>To recognise and celebrate some of their strengths, emotions, gifts and talents.</p> <p>To be able to identify and develop a new skill.</p> <p>To understand and practise some skills of a good communicator, including listening skills, taking turns and explaining.</p> <p>To know and practise effective group work skills, including discussion, negotiation, compromise and cooperation.</p> <p>To be aware of how my skills an strengths can be useful in a group.</p> <p>To apply communication and group work skills in a real life situation.</p> <p>To be able to state some things they did well in a group task and some things they would be better at next time.</p>	<p>To be able to describe what a friend is and does.</p> <p>To develop strategies for making and keeping friends.</p> <p>Understand that friendship patterns changed and develop strategies for coping.</p> <p>To recognise similarities and differences between themselves and their peers.</p> <p>To understand why families are special and that there are different family patterns and to be able to describe what is special about their own family.</p> <p>To identify the range of people who are special to them and describe what makes them special.</p> <p>To know how to seek help and support and from whom.</p>	<p>To be able to talk about situations where staying safe is important.</p> <p>To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger.</p> <p>To develop knowledge of dangers form the sun and understand how to keep safe.</p> <p>To identify the dangers of familiar places where water is present and understand how to keep safe.</p> <p>To develop knowledge and skills to stay safe when they are lost.</p> <p>To identify characteristics of safe places to play.</p> <p>To understand basic ways to keep safe from accidents.</p>	<p>Know the names of a basic range of feelings and their strength.</p> <p>Understand their emotions/actions can cause an effect.</p> <p>Understand the difference between impulsive behaviour and that which is thought through (feel/look like).</p> <p>How to get support when they need it.</p> <p>Know what they are good at and what they find difficult.</p> <p>Understand they can do things to help change moods.</p> <p>Know what relaxed means and how it feels.</p> <p>Know that it is possible to effect behaviour by stopping and thinking.</p> <p>To stand up for their own rights without being hurtful to others.</p> <p>To be able to problem solve with help.</p>	<p>Recognise main external parts of human bodies, including agreed names of sexual parts.</p> <p>Describe what their bodies can do.</p> <p>Understand that they have responsibility for their bodies actions and that their body belongs to them.</p> <p>Appreciate how amazing their body is.</p> <p>Know how to keep themselves clean.</p> <p>Understand the importance of basic hygiene practices to prevent the spread of disease.</p>	<p>To begin to understand what makes up their identity.</p> <p>Understand how roles and characteristics of boys and girls can be stereotyped.</p> <p>Understand about their own culture and beliefs and those of other people.</p> <p>Recognise different groups they belong to and different backgrounds of people in the community.</p> <p>To understand what 'my community' means.</p> <p>To know who the people are who help them in their community and what they do.</p> <p>To understand the needs of particular groups in their community.</p> <p>To know how they can help look after the school environment.</p> <p>To know how to care for animals and plants.</p>
Absent								
Has not met								
Additional Notes								

**Year Two PSHE Assessment 2021-2022 Class 5/6**

Unit Title	Autumn CIT 5 Rules, Rights and Responsibilities	Autumn HSL 7 Healthy Lifestyles	Autumn MMR 7 Anti Bullying	Spring HSL 9 Personal Safety	Spring EW 1 Financial Capability	Summer MMR 8 Managing Change	Summer HSL 8 Drug Education	Summer HSL 10 RSE
	<p>To be able to name some people who look after them and some of their responsibilities towards them.</p> <p>To identify jobs and responsibilities they have at school.</p> <p>To understand responsibilities, they have to their friends, family and class.</p> <p>To be able to explain the rules which affect them in school and how they have been made.</p> <p>To understand how rules enable them to feel safe and happy in school.</p> <p>To understand how democratic decisions might affect them in the everyday life of their class.</p> <p>To understand and experience the process of electing a school council representative.</p> <p>To be able to share opinions, taking turns and valuing the views of others by listening actively.</p> <p>To be able to contribute to paired and class discussions about a topical issue.</p>	<p>To know about the range of things that help make and keep them healthy</p> <p>To understand why healthy eating is beneficial and how it supports physical activity.</p> <p>To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise.</p> <p>To be able to talk about foods they like and dislike with reasons why.</p> <p>To recognise how foods fit within the basic food groups in the Eatwell guide, and what constitutes a balanced meal.</p> <p>To understand that we need food to grow, be active and maintain health.</p> <p>To know that everyone should eat at least 5 portions of fruit and vegetables every day.</p> <p>To be able to make healthy eating choices and know how to prepare simple healthy foods.</p> <p>To know how to make choices which promote healthy living</p> <p>To know which factors contribute to healthy living and to be able to share these with others.</p>	<p>To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying.</p> <p>To begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour.</p> <p>To begin to understand that bullying may happen when people do not respect and value similarities and differences between people.</p> <p>To understand how it feels to be bullied.</p> <p>To understand how it feels to see someone else being bullied. To understand how someone who bullies may feel.</p> <p>To identify some people in and out of school who they can talk to if they were being bullied.</p> <p>To develop simple strategies for keeping themselves safe from bullying including how to respond assertively.</p> <p>To understand simple ways to help someone who is being bullied and understand what to do if they see bullying happening.</p> <p>To identify places in school where bullying may happen.</p> <p>To identify ways that the school can promote a caring ethos and encourage positive and safe relationships.</p>	<p>To be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell.</p> <p>To be able to assess the school and grounds, using their senses.</p> <p>To be able to identify the sixth sense.</p> <p>To be able to use your senses to keep safer.</p> <p>To be able to identify safer places to play.</p> <p>To be able to understand the need to have a strategy to keep safer.</p> <p>To be able to identify and name body parts including the sexual parts.</p> <p>To be able to identify and distinguish between 'yes' and 'no' touches.</p> <p>To be able to recognise 'good' and 'bad' secrets and tricks.</p> <p>To be able to assess risk and keep safer.</p> <p>To be able to use assertive voice and body language.</p>	<p>To know where money they have might come from (including regular and irregular sources) and how they might keep it safe.</p> <p>To know some ways money might be 'used' and that it is a finite resource.</p> <p>To know that there are some things they have to buy and some things they choose to buy. To begin to understand what a family might need to pay for and some ways that might be done.</p> <p>To know how to keep simple financial records.</p> <p>To understand that the feelings they may have about money are varied and can change.</p> <p>To know what charities are for and what some might do.</p>	<p>To recognise that they are growing and that their achievements, skills and responsibilities are changing.</p> <p>To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about.</p> <p>To be able to name some of the emotions that may be felt in situations involving the loss of special possessions.</p> <p>To develop strategies for coping with difficult emotions.</p>	<p>To know basic information about what happens when substances enter the body.</p> <p>To understand that all medicines are drugs, but not all drugs are medicines.</p> <p>To develop an understanding of and attitudes towards medicines, health professionals and hospitals.</p> <p>To recognise that there are ways to feel good and better without taking medicines.</p> <p>To understand that all drugs and many household substances can be harmful if they are not used properly.</p> <p>To be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't'.</p> <p>To recognise persuaders and pressure in risky situations.</p>	<p>To know that humans produce babies that grow into children and then into adults.</p> <p>To consider the ways they have changed physically since they were born.</p> <p>To consider their responsibilities now and compare these with when they were younger.</p> <p>To understand the needs of babies and young children.</p>
Absent								
Has not met								
Additional Notes								