

Intent:

At The Holme C of E Primary School, we aim to provide pupils with the knowledge, understanding, attitudes, values and skills that they need to reach their potential as individuals and within the community. We want children to develop the skills to make positive, caring, respectful and healthy relationships; in their friendships, within their families and with other children and adults. We recognise that many children in primary school already have active online lives and that the knowledge and skills they learn in Relationships Education will enable them to navigate the online world safely and understand what is and is not appropriate behaviour. Through Relationships Education, pupils also gain the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse and to keep themselves safe.

They are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the cultural, spiritual, moral and social issues that are part of growing up. Pupils are helped to achieve this through weekly discrete lessons, participating in workshops run by outside agencies and discussions.

The PSHE curriculum evolves constantly to be responsive to the needs of today's pupils. We want our pupils to be prepared for the challenges they will face in life. Through learning about health and wellbeing, relationships and living in the wider world, children are given opportunities to develop their skills in a safe environment enabling them to grow into confident, caring and respectful members of our community.

At the Holme we follow the SCARF programme of study and The Diocesan Goodness and Mercy scheme, which covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way. The biological side of sex and reproduction is also covered through our science curriculum.

RSE/PSHE							
Year	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
RELATIONSHIPS	Children begin to understand the relationships in their own family and other family settings	Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals	Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.	They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.	They can identify ways to face new challenges. They can discuss some of the physical and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the physical and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future.
	Children begin to identify what a feeling is and recognise an emotion	Children understand emotions in a friendship	Children can talk about their emotions in a friendship	Children can talk about their emotions in a friendship and how it makes them feel	Children can resolve friendships that have an issue	Children can talk about how a difficulty in a friendship feels	They can demonstrate how to look after and save money.
	Children begin to understand what is a positive relationship	Children understand what a negative relationship is	Children begin to know about what bullying is and what to do if it happens	Children to be able to identify key people to ask for help	Children talk about how positive friendships make them feel	Children can identify what to do if they experience bullying	Children can explain how their friendships make them feel and have strategies to resolves issues
	Children begin to understand people are different	Children can see that people can be different and this is a positive attribute	Children begin to recognise the diversity of relationships around them	Children understand that all relationships need to be respected	Children can talk about how respect is important in all relationships	Children understand how diversity makes the world a more interesting place	Children have a clear understanding of the benefits of positive relationships and know what to do to be safe with risky/negative relationships Children know how to respect others and recognise equality and inequality in relationships

RSE/PSHE							
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SEX EDUCATION	<p>Children begin to understand that we change as we grow</p> <p>Children can identify the names of private parts on their body</p> <p>Children beginning to understand simple changes as we age</p>	<p>Children can explain ways of keeping clean and they can name the main parts of the body (including correct anatomical names). They can explain that people grow from young to old.</p> <p>Children can identify the names of private parts on their body and know what is appropriate and inappropriate touch</p> <p>Children understand old and young in mammals and humans</p>	<p>Children beginning to learn about life cycles</p>	<p>Children fully understand change in a life cycle</p>	<p>Children start to understand about the beginning of puberty and life changes although the man content is taught in Year 5</p>	<p>Children understand in detail about life cycles and changes as they get older</p> <p>Children recognise how they feel, can talk about their emotions and can use strategies</p> <p>Children understand how girls become women and boys become men</p>	<p>Children understand about changes in puberty and the changes that will take place emotionally and physically</p> <p>Children understand that life processes common to humans and other animals include nutrition, movement, growth and reproduction.</p> <p>Children understand the main stages of the human life cycle.</p> <p>Children understand how a baby grows</p> <p>Children understand how babies are born. Children learn about what sexual intercourse is</p>

RSE/PSHE							
Year	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HEALTH AND WELLBEING	Children begin to understand that we change as we grow	Children can explain ways of keeping clean and they can name the main parts of the body (including correct anatomical names). They can explain that people grow from young to old. Children begin to identify how they are feeling Children can identify the names of private parts on their body and know that is appropriate and inappropriate touch Children understand old and young in mammals and humans Children begin to recognise how they feel and start to use simple vocabulary or emotions	Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.	Children can make choices about how to develop healthy lifestyles. Taught in 4 Children can identify a range of emotions and are beginning to know strategies to feel better	They understand when they should keep secrets and promises, and when they should tell somebody about them.	They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations.	They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
	Children begin to understand simple emotions		Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.	Children can identify key adults they would go to if they feel worried or anxious and begin to articulate concerns	Children can identify a range of emotions and use strategies to feel better	Children can identify a range of emotions and can identify emotions in others	Children can identify a wide range of emotions, think about what is causing them to feel that way and apply strategies
	Children can identify the names of private parts on their body		Children can identify an emotion and begin to know how to feel better	Children understand change within a life cycle	Children can identify key adults they would go to if they feel worried or anxious and articulate their concerns	Children know how to recognise if they feel unsafe and know which adults to go to	Children understand how to stay safe both physically and emotionally
	Children beginning to understand simple changes as we age		Children can identify key adults they would go to if they feel worried or anxious	Children can recognise how they feel and identify the reason.	Children begin to know how to recognise if they feel unsafe and know which adults to go to	Children understand in detail about life cycles and changes as you get older	Children understand about changes in puberty and the changes that will take place emotionally and physically
	Children just beginning to recognise how they feel		Children begin to learn about life cycles		Children recognise when emotions are unhealthy and starting to identify strategies to feel better	Children recognise how they feel, can talk about their emotions and can use strategies	Children can make informed choices to feel better and are beginning to listen to their bodies and react with strategies.
			Children can recognise how they feel and use simple vocabulary or emotions				

