

## Frimley Church of England School

### Relationships, Health and PSHE Education - Skills and Knowledge Progression



#### **Intent**

At Frimley, we believe the health and wellbeing of our children underpins every aspect of school life. In September 2020, Relationships & Health Education became a compulsory subject. As such, we have fully integrated the new compulsory requirements within our existing Personal, Social, Health and Economic Education (PSHE) framework which has already been adapted to meet the needs of our school community and will teach all of the new requirements, in addition to the existing curriculum, under the new title: Relationships, Health & PSE Education.

These changes will help prepare pupils for the opportunities, responsibilities and experiences of adult life by enabling children to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. High-quality, evidence-based and age-appropriate teaching of these subjects within the remit of Relationships, Health & PSE Education will *'enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in society.'* (DFE, 8:2019).

#### **Implementation**

At Frimley, we consider Relationships, Health & PSH Education to be an integral part of personal and social development. It contributes to the moral values and foundations within our school. As such Relationships, Health & PSE Education supports Frimley's duty to promote the development of pupils' spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

Relationships, Health & PSE Education will be delivered weekly by the class teacher. Teaching methods will take into account specific special educational needs or disabilities, the emotional development and the diverse needs of the children. During these lessons, children will gain essential understanding in how to be both physically and mentally healthy, whilst fostering pupil wellbeing and resilience through knowledge and self-help strategies. Pupils will be given the opportunity to learn about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Time will be given to reflect and clarify values and explore the complex, and sometimes conflicting, range of attitudes, they encounter now, and in the future.

Relationships, Health & PSE Education Ground Rules are used throughout Frimley and in all lessons to ensure a safe environment is provided.

A variety of approaches will be used including:

- Class discussion
- Card sorting

- Small group activities
- Active teaching and learning
- Circle time
- Role play

In addition to the taught curriculum we provide enrichment activities to support the wider development of children within Frimley through Healthy Schools Week, Enrichment / Value Days and Anti-Bullying Week. We operate whole school initiatives such as 'Run a Mile' and the 'Golden Boot Challenge' whilst the Wellbeing Team support the development of positive physical and mental health outside during playtime and lunchtime.

Pupil Voice is active and children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Pupils at Frimley learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## **Impact**

*'In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.'*  
Secretary of State, June 2019.

Relationships, Health & PSE Education provides opportunities for pupils to:

- Understand how to keep safe within their personal lives / relationships / friendships / online / in the wider community
- Learn to reflect on their experiences and understand how they are developing personally and socially whilst tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Learn to understand and respect others through knowing about equality, diversity and differences
- Develop positive and respectful relationships
- Examine opinions and concepts and encourages questioning and discussion
- Make informed decisions about healthy eating, physical health, health & prevention
- Understand risks associated with Internet safety and harm
- Know how and where to seek help and guidance

## **What Frimley offers to its pupils?**

Knowledge	Year 3	Year 4	Year 5	Year 6
<b><u>Health &amp; Wellbeing :</u></b>				
<b>Mental wellbeing</b>	Growth Mindset – positive thoughts Self-talk Resilience and mindfulness benefits Feelings vocabulary Where to seek support Self-care – time with family	Growth Mindset – resilience Mindfulness Know that exercise keeps mind and body healthy Feelings and emotions Recognising triggers Self-care – time with friends	Growth Mindset – perseverance Positive and negative consequences Time outdoors & happiness Self-care – hobbies How to help someone else	Growth Mindset - being a role model Informed choices and understand the consequences A ‘balanced lifestyle’ Volunteering Self-care – interests Protecting your own mental health
<b>Healthy eating</b>	Food groups Food choices and tooth decay	Food as fuel Nutrients	Characteristics of a poor diet Function of nutrients and fibre Hydration	Securing understanding and making informed choices about their diet Benefits of a balanced diet
<b>Physical health</b>	Benefits of exercise – healthy body and mind Community participation (Reindeer Run)	Exercise and wellbeing	Risks of an inactive lifestyle Linking food to energy levels	Explain health benefits of being active
<b>Health and prevention</b>	Effects of passive smoking Effects of caffeine Sun safety	Risks and negative effects of smoking and alcohol Dental hygiene	Risks and negative effects of legal and illegal drugs Challenge misconceptions about drugs Good sleep	Risks and negative effects of cannabis Understanding substance abuse
<b>Internet Safety and Harm</b>	How to stay safe online Age restrictions with gaming Online actions with others	Deciding what is safe to trust online Image manipulation Negative aspects of being online	Understanding which content is appropriate or not to share Who to ask for help Rationing time online Consumer information online	Online trust How to raise concerns about online experience Appearance ideals Risks of excessive use of mobile phones
<b>Basic First Aid</b>	Calling the emergency services	Concepts of basic first-aid – school rules	Concepts of basic first-aid – basic emergency aid procedures	Concepts of basic first-aid – basic emergency aid procedures
<b><u>Relationships:</u></b>				
<b>Families and people who care for me</b>	Different types of families - the importance of families Recognising unhealthy relationships within a family	Different types of families - extending beyond the family Characteristics of healthy family life	Different types of families - respecting those with different types of families Recognising unhealthy relationships	Different types of families – the security of families Marriage and commitment

<b>Caring friendships</b>	Healthy relationships: what makes a good friend Positive thoughts about friendship Resolving conflict	Rights and responsibilities in a friendship Resolving disputes Sharing information with friends	Friends in other places Concept of fairness	Positive and successful friendships Evolving friendships
<b>Respectful relationships</b>	Being respectful to others courtesy and manners Awareness and definition of bullying Gender stereotypes Personal boundaries	Self-respect & happiness Making different choices Awareness of victims, bullies and bystanders Asking questions Stereotyping as labelling	How and why people are excluded Resisting peer influence Challenging gender stereotypes Conflicting emotions	Similarities and differences in humans Celebrating differences Physical and emotional behaviour Positive and negative communication Rights to privacy
<b>Online relationships</b>	Who to talk to if worried or scared Recognising risks online	Harmful content - people and images online How information and data is shared Who to talk to if worried or scared	Sharing information online Respecting others online & how to report unwanted behaviour Understanding the concept of 'online friends' Who to talk to if worried or scared	Online friendships and risks associated with people they have never met Cyber Bullying Who to talk to if worried or scared
<b>Being safe</b>	Knowing it is OK to say what they like and dislike Asking for advice & report concerns	Personal space and boundaries with peers (including online)	Concept and implications of privacy Sharing images	Risky behaviour on and offline
<b>Living &amp; Growing</b>	My body Differences between male and female	Human life cycle – basic facts	Emotional and physical changes in puberty Impact of puberty on the body Personal hygiene	Puberty and reproduction Conception and pregnancy
<b>Living in the wider world:</b>				
<b>Charities</b>	What is a charity?	Why people donate to charity	The plight of others	The effects of charity donations
<b>Wider world</b>	Wants and needs Life in different countries Lives of children in different countries	Water crisis around the world	Migration	Reasons for Homelessness Hidden homelessness Challenging stereotypes
<b>Plastic pollution</b>	Stop plastic pollution	Plastic Pollution - our responsibility	Plastic Pollution – changes in our school	Plastic Pollution - creating new habits
<b>Safety</b>	Risks and safety around fire	Risks and safety around water	Cycle safety	Personal safety and independence

<b>Financial capability</b>	Why we need money	Benefits of saving and how to save	Payslips and deductions Budgeting	Different jobs and salaries Value for money
<b>Transition</b>	Reflecting – difference from infants to juniors New expectations for Year 4	Transitioning into Y5 with new peer groups	Transitioning in to last year of primary – emotions	Secondary ready
<b><u>Health &amp; Wellbeing:</u></b>				
<b>Mental Wellbeing</b>	Understand Positive thoughts Self-talk strategies Resilience Mindfulness Vocabulary Communicate	Develop Practice Apply Positive thoughts Self-talk strategies Resilience and mindfulness Demonstrate Recognise	Demonstrate independently apply: Positive thoughts Self-talk strategies Resilience Strategies Empathy Experience	Apply Positive thoughts Self-talk strategies Resilience Mindfulness Analysing Consider
<b>Healthy eating</b>	Applying own knowledge : Identify food groups	Applying own knowledge: Describe process	Reviewing and evaluating Explain process	Apply to reasoning to make informed choices
<b>Physical health</b>	Discussion Practical experiences	Analysing	Comparing	Explaining to others
<b>Health and prevention</b>	Listening Deduction	Inference Decision making	Responding to questions Discussion Challenging misconceptions	Responding to questions Discussion Confidence in own beliefs
<b>Internet safety and harm</b>	Explaining online safety	Discussion Questioning Decision making Exploring and comparing images	Selecting relevant information Identifying help	Applying knowledge Demonstrating independent decision making
<b><u>Relationships:</u></b>				
<b>Families and people who care for me</b>	Comparing and exploring Identifying	Discussion Questioning recognising	Recognising, explaining and self-reflection	Respect Giving opinions Inference Explaining Recognise
<b>Caring friendships</b>	Identifying Explaining Recognise	Identifying Exploring Discussion Compromise	Inference and deduction Discussion Empathising Negotiation	Analysing relationships Making considered decisions
<b>Respectful relationships</b>	Exploring and identifying Developing awareness Recognise Listen Respond	Questioning Responding Role play Discussion Listen Respond	Giving opinions Empathising Demonstrating strategies Explaining, giving examples Realise Identify	Comparing Inference and deduction Role play Expressing opinions Listening to views of others Acceptance

		<b>Identify</b>		<b>Consequence</b>
<b>Online relationships</b>	<b>Identify and explain Responsibility</b>	<b>Critical thinking – evaluating Analysing content Strategies</b>	<b>Analysing and reflecting Asking questions Recognise</b>	<b>Discussion Debate Apply Critically examine Consider</b>
<b>Being safe</b>	<b>Identify Recognise Understand Vocabulary</b>	<b>Identify rights Exploring Recognise Understand Vocabulary</b>	<b>Managing requests Confidence Discussion</b>	<b>Self-belief Assurance Demonstrating considered decisions</b>
<b>Puberty</b>	<b>Comparing Listening and inferring Grouping Labelling</b>	<b>Exploring and identifying Asking questions Matching</b>	<b>Exploring and identifying Listening Discussion</b>	<b>Exploring and identifying Listening Discussion Evaluating Applying to own self</b>
<b><u>Living in the wider world:</u></b>				
<b>Charities</b>	<b>Discovery</b>	<b>Reflection</b>	<b>Exploration</b>	<b>Consider</b>
<b>Wider world</b>	<b>Identify Recognise Understand</b>	<b>Explore Examine</b>	<b>Identify Explore Discover</b>	<b>Analyse</b>
<b>Plastic pollution</b>	<b>Identify Recognise</b>	<b>Explore Examine</b>	<b>Discussion Identify</b>	<b>Explore Consider</b>
<b>Safety</b>	<b>Identify Recognise Examine Consider</b>	<b>Identify Recognise Examine Consider</b>	<b>Identify Recognise Examine Consider</b>	<b>Identify Recognise Examine Consider</b>
<b>Financial capability</b>	<b>Developing awareness</b>	<b>Questioning &amp; responding</b>	<b>Reflect &amp; consider Recognise</b>	<b>Discuss Role-play</b>
<b>Transition</b>	<b>Discuss Listen Developing strategies</b>	<b>Discuss Listen Developing strategies Asking questions Consider feelings / impact</b>	<b>Discuss Listen Developing strategies Managing expectations Recognise</b>	<b>Discuss Listen Developing strategies Asking questions Consider feelings / impact Role-model</b>