

Withymoor Primary School

'Learning together, aiming for excellence'



Curriculum Progression and Statutory Requirements – RHSE

IMPLEMENTATION

Our Curriculum has three essential core themes evident throughout EYFS, Key Stage One and Key Stage Two;

Relationships

This theme involves families and friendships, safe relationships and respecting ourselves and others.

Living in the wider world

This theme involves belonging to a community, media literacy and digital resilience and money and work.

Health and wellbeing

This theme involves an understanding of physical health and mental wellbeing, growing and changing and keeping safe.

Statutory Requirements – Relationship Education

The focus in primary school should be 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. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

By the end of Key Stage Two

Families and people who care for me

Pupils should know:

that families are important for children growing up because they can give love, security and stability

the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives

that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care

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that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

how important friendships are in making us feel happy and secure, and how people choose and make friends

that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

practical steps they can take in a range of different contexts to improve or support respectful relationships

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

what a stereotype is, and how stereotypes can be unfair, negative or destructive

the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

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Pupils should know:

that people sometimes behave differently online, including by pretending to be someone they are not

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

how information and data is shared and used online

Being safe

Pupils should know:

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard,

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice, for example family, school or other sources

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Statutory Requirements – Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

By the end of Key Stage Two

Mental wellbeing

Pupils should know:

that mental wellbeing is a normal part of daily life, in the same way as physical health

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

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Internet safety and harms

Pupils should know:

that for most people the internet is an integral part of life and has many benefits

about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

how to consider the effect of their online actions on others and to display respectful behaviour online and the importance of keeping personal information private

why social media, some computer games and online gaming, for example, are age restricted

that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted

where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

the characteristics and mental and physical benefits of an active lifestyle

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise

the risks associated with an inactive lifestyle (including obesity)

how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

what constitutes a healthy diet (including understanding calories and other nutritional content)

the principles of planning and preparing a range of healthy meals

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

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Health and prevention

Pupils should know:

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

how to make a clear and efficient call to emergency services if necessary

concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

about menstrual wellbeing including the key facts about the menstrual cycle

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Relationships

Key areas	EYFS	KS1	LKS2	UKS2
<p>Families and friendships</p> <p>Safe relationships</p> <p>Respecting ourselves and others</p>	<p>Understand what a family is and what it means to them.</p> <p>Understanding about similarities and differences between ourselves and others.</p> <p>How to show feelings. Seeking help from trusted adults should they need to.</p> <p>Self-confidence and how to feel good about self-success.</p> <p>Understand how to adjust behaviour to different situations.</p>	<p>Roles of different people, families. Feeling cared for.</p> <p>Recognising privacy; Staying safe. Seeking permission.</p> <p>How behaviour affects others. Being polite and respectful.</p> <p>Making friends; feeling lonely and getting help</p> <p>Managing secrets; resisting pressure and getting help, recognising hurtful behaviour</p> <p>Recognising things in common and differences.</p> <p>Sharing opinions</p>	<p>What makes a family.</p> <p>Features of family life.</p> <p>Personal boundaries. Safely responding to others. The impact of hurtful behaviour.</p> <p>Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite.</p> <p>Positive friendships, including online.</p> <p>Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.</p> <p>Respecting differences and similarities. Discussing differences sensitively.</p>	<p>Managing friendships and peer influence</p> <p>Physical contact and keeping safe</p> <p>Responding respectfully to a wide range of people.</p> <p>Recognising prejudice and discrimination.</p> <p>Attraction to others.</p> <p>Romantic relationships, civil partnerships, and marriage.</p> <p>Recognising and managing pressure. Consent in different situations.</p> <p>Expressing opinions and respecting others' points of view including discussing topical issues.</p>

IMPLEMENTATION

Living in the Wider World

Key areas	EYFS	KS1	LKS2	UKS2
<p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>	<p>Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are. Understanding that a range of technology is used in places such as homes and schools. Jobs in familiar environments such as their family and their school.</p>	<p>What rules are. Caring for others' needs. Looking after the environment.</p> <p>Using the internet and digital devices. Communicating online.</p> <p>Strengths and interests. Jobs in the community.</p> <p>Belonging to a group. Roles and responsibilities. Being the same and different in the community.</p> <p>The internet in everyday life. Online content and information</p> <p>What money is. Needs and wants. Looking after money</p>	<p>The value of rules and laws. Rights. Freedoms and responsibilities.</p> <p>How the internet is used. Assessing information online.</p> <p>Different jobs and skills. Job stereotypes. Setting personal goals.</p> <p>What makes a community? Shared responsibilities.</p> <p>How data is shared and used</p> <p>Making decisions about money. Using and keeping money safe.</p>	<p>Protecting the environment. Compassion towards others.</p> <p>How information online is targeted. Different media types, their role and their impact.</p> <p>Identifying job interests and aspirations. What influences career choices.</p> <p>Workplace stereotypes. Valuing diversity.</p> <p>Challenging discrimination and stereotypes.</p> <p>Evaluating media sources.</p> <p>Sharing things online.</p> <p>Influences and attitudes to money. Money and financial risks.</p>

IMPLEMENTATION

Health and Wellbeing

Key areas	EYFS	KS1	LKS2	UKS2
Physical health and mental wellbeing Growing and changing Keeping safe	<p>Understanding basic hygiene including dressing and going to the toilet.</p> <p>Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth.</p> <p>Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground.</p>	<p>Keeping healthy. Food and exercise. Hygiene routines. Sun safety.</p> <p>Recognising what makes them unique and special.</p> <p>Feelings. Managing when things go wrong.</p> <p>How rules and age restrictions help us. Keeping safe online.</p> <p>Why sleep is important?</p> <p>Medicines and keeping healthy. Managing feelings and asking for help.</p> <p>Growing older. Naming bod parts. Moving class or year.</p> <p>Safety in different environments. Risk and safety at home. Emergencies.</p>	<p>Health choices and habits. Knowing what affects feelings and expressing feelings.</p> <p>Personal strengths and achievements. Managing and re-framing setbacks.</p> <p>Risks and hazards. Safety in the local environment and unfamiliar places.</p> <p>Maintaining a balanced lifestyle. Oral hygiene and dental care.</p> <p>Personal identity.</p> <p>Recognising individuality and different qualities. Mental wellbeing.</p> <p>Medicines and household products. Drugs common to everyday life</p>	<p>Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.</p> <p>Physical and emotional changes in puberty.</p> <p>External genitalia. Personal hygiene routines.</p> <p>Keeping safe in different situations, including responding in emergencies and first aid.</p> <p>What affects mental health and ways to take care of it.</p> <p>Managing change, loss and bereavement.</p> <p>Human reproduction and birth. Increasing independence. Managing transition.</p> <p>Keeping personal information safe.</p> <p>Regulations and choices.</p> <p>Drug use and the law. Drug use and the media.</p>

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British Values at Withymoor Primary School

<p>The Rule of Law</p> <p>Behaviour policy/The Withymoor Way/School values – ensure school rules and expectations are clear and fair. Helps children to understand right from wrong and the impact their behaviour has on those around them directly linked to the rights of the child to ensure children understand the impact of their behaviour</p> <p>Partnership with local police – helps pupils to respect the law and the basis on which it is made. Children understand that living under the rule of law protects individuals. Junior PCSOs scheme run for year 5 pupils</p> <p>Parent / carers questionnaires relating to behaviour, safety etc – parents are listened to and their views are fed into our behaviour policy to enable a rounded approach to behaviour management across the school</p> <p>Focus assemblies - e.g. school rules, police, courts, government, parliament etc planned in to assembly timetable.</p> <p>Reflections - Pupils have regular opportunities to reflect e.g. learning, their behaviour, during assemblies.</p>
<p>Democracy</p> <p>House captains/ School Council/Eco Council – all democratically elected to encourage the children to become involved in the decision-making process.</p> <p>Emotional health and wellbeing survey/ questionnaires/Pupil voice - allows children to become involved in the decision-making process and ensures they are listened to within school.</p> <p>Pupil involvement in interviewing potential new staff – children understand that their voice is valued, and they have a direct influence on decisions regarding their education.</p> <p>Links with local community representatives – pupils have a broad knowledge of public institutions and services. They understand how public services operate and how they are held to account. To be developed</p>
<p>Individual Liberty</p> <p>Class council/School Council – models freedom of speech through pupil participation, helping the children to understand that they make a difference to their school and those around them.</p> <p>Behaviour Policy/Anti-bullying policy/Playground leaders/Pastoral team/Anti-bullying week/ Worry Boxes- encourages children to take responsibility for their behaviour as well as understanding their rights. A robust approach to anti-bullying implements a strong anti-bullying culture where children feel safe and happy in school.</p> <p>Dojo points/Star of the week/Individual personalised feedback/Peer assessment – supporting children to develop their self-esteem and self-confidence.</p> <p>Forest School – a safe, open environment where children can explore and develop their self-confidence and self-knowledge.</p> <p>R.E curriculum – encourages the children to challenge stereotypes. Children not only learn about religion; they can also learn from religion and relate a range of topics to their own lives.</p>

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Inter-house sports competitions – allowing children to strive to be the best, whilst promoting good sportsmanship and celebrating the achievements of others.

School values—known and articulated by school community members – encouraged through ‘The Withymoor Way’

Mutual respect and tolerance of those with different faiths and beliefs

R.E. curriculum/Visits to a wide range of places of worship– helps children to acquire an understanding of, and respect for, their own and other cultures and ways of life.

Class Assemblies (E.g Remembrance and Guy Fawkes)

Newsround updates – current affairs generate ideas and opinions

Home Learning Projects – including respect of those from different generations

Visitors from local community (E.g Food Bank) – helps build a mutual respect toward those in their local community who help others.

Links with local faith communities (E.g workshops led by Christian Fellowship)/Cultural theme weeks (E.g. Diwali, Chinese New Year)/Festival assembly celebrations (E.g. harvest) – encourages children to discuss differences between people, such as differences of faith. Children understand

Reflective thoughts in assembly – develops critical thinking skills

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Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more-able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Differentiating Lessons by:

Using a range of differentiated resources

Providing differentiated tasks where appropriate

Differentiating questions

Using a range of groupings within the class to teach children and support them

The amount of adult support that is given and adapting this as necessary

Effective Lesson Planning and Management

Setting clear objectives that are understood by each pupil

Presenting work in small achievable steps

Planning varied activities that motivate pupils and providing alternative activities where needed

Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success

Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration

Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills

Providing deepening activities for students

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