

HEARTS CURRICULUM – APPLICATION OF KNOWLEDGE PROGRESSION

Personal, Social, Health, Economic Education (PSHE)

and

Relationships Education

We want our children to know how to be safe and healthy, to be aware of the risks around them and to know how to manage their academic, personal and social lives responsibly.

Our PSHE and Relationships Education is divided into 3 main subject strands: **Physical Health and Mental Wellbeing**, **Living in the Wider World** and **Relationships**. We teach all content in an age and developmentally appropriate way and regularly use story books, scenarios and drama to support our pupils in learning about events and situations which they may not have experienced before. We plan adaptable lessons to meet the needs of our wide range of pupils and have a flexible approach to respond to situations that can occur day to day. The statutory content in **Relationships Education** is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need to be safe and healthy. Alongside teaching explicit PSHE and Relationships Education lessons, we also support our children’s personal development throughout our values-led curriculum and daily school life. This includes making use of assemblies, circle time and awareness days and weeks (such as Anti Bullying). Charities such as the NSPCC are utilised to support our curriculum and visitors from organisations are invited in to talk to pupils. This allows us to raise our children’s awareness of how charities can support and help themselves and others in times of need.

PSHE	EYFS	KS1	LKS2	UPKS2
Listening & Expressing Views	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	<p>Share views and opinions in a small group listening to the ideas of other group members and begin to share within whole-class setting</p> <p>Listen to other people and play and work cooperatively. (including strategies to resolve simple arguments through negotiation) <i>From RSE –Caring Friendships</i></p> <p>Learn about the conventions of courtesy and manners* <i>From Respectful Relationships (N) - Implicit within many learning opportunities in the programme of study</i></p>	<p>Know how to communicate their opinions in a group setting</p> <p>Work co-operatively, showing fairness and consideration to others</p> <p>Listen to and show consideration for other people’s views</p> <p>Begin to take the lead, prioritise actions and work independently and collaboratively towards goals</p>	<p>Justify views whilst showing respect for the views of others</p> <p>Engage in informed debate and articulate an argument</p> <p>Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns</p> <p>Recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p>
	Physical Health and Mental Wellbeing			
Mental wellbeing	Work and play cooperatively and take turns with others.	Communicate their feelings to others, to recognise how others show feelings and how to respond.	To become more self-aware: know how to judge how they are feeling and how they are behaving is appropriate and proportionate	Know how and when to seek support including which adults to speak to in school if they are worried about their mental health

	<p>Form positive attachments to adults and friendships with peers.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	Learn about people who look after them, their family networks, who to go to if they are worried and how to attract attention	Know the people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures
Internet Safety and Harms	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Online Relationships V-.Identify strategies of keeping safe online- CCL links with Computing lessons and schools individual E-safety rules.</p> <p>Know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety.</p>	<p>Online Relationships V-.Know the rules and principles for keeping safe online and how to recognise risks, harmful content and contact and how to report them</p> <p>Use ICT safely including keeping electronic data secure. Know how information and data is shared and used online.</p> <p>Know why some social media and games/online gaming are age restricted</p>	<p>To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Discuss 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</p>
Physical Health and fitness	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p>	<p>Make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention (supporting mental health).</p>	<p>Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>Discuss how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p>	<p>Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>Know what positively and negatively affects their physical, mental and emotional health</p>
Healthy Eating	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating,</p>	<p>Know what constitutes to a healthy diet, including the benefits of physical activity, rest, healthy eating and dental hygiene.</p> <p>Learn to make simple choices that improve their health and well-being e.g. healthy eating (CCL - Science)</p>	<p>Know about and understand the function of different food groups for a balanced diet (CCL - Science)</p>	<p>Develop an awareness of own dietary needs</p> <p>Know about 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)</p>
Drugs, Alcohol and Tobacco		<p>Understand that household products, including medicines, can be harmful if not used properly. Recognise that some substances can help or harm the body</p> <p>Learn about the importance of medicine safety</p>		<p>Identify different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</p> <p>Learn to make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p>

Health and Prevention	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Know what constitutes a healthy diet, including the benefits of physical activity, rest, healthy eating and dental hygiene. Know the importance of, and how to, maintain personal hygiene.</p> <p>Know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p>	<p>Know that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>Know the importance of sufficient good sleep quality for good health. Know that lack of sleep can affect weight, mood and the ability to learn</p>	<p>To know about the basic synergy between physical, emotional and mental health</p> <p>Know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body</p> <p>Know how and when to seek support including which adults they can talk to in school if they are worried about their health</p>
Basic First Aid	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>Be aware of the school rules about health and safety, basic emergency aid procedures where and how to get help</p>	<p>Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>Know when and how to make an emergency call</p>	<p>Know the school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>Know concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>
Changing adolescent body	<p>Know about similarities and differences between themselves and others.</p>	<p>To understand emotional changes as they grow up</p> <p>To learn about how our needs change and grow as we develop and recognise the simple physical changes to their bodies experienced since birth</p>	<p>Understand that the rate at which we grow differs from person to person</p> <p>Show awareness of changes that will take place as they grow - how their body will, and their emotions may, change as they approach and move through puberty</p>	<p>Manage changing emotions and recognise how they can impact on relationships</p> <p>Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</p>
Living in the Wider World				
Living in the Wider World	<p>Show sensitivity to their own and Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers. to others' needs.</p>	<p>Understand the why we have rules / expectations</p> <p>Know that everyone has a responsibility to consider the needs of others</p> <p>Understand that people and other living things have needs and that they have responsibilities to meet them</p> <p>Understand that they belong to various groups and communities</p> <p>Begin to understand the role of money in our society</p>	<p>Understand why rules are needed in different situations</p> <p>Understand why it is important to behave responsibly and think of potential consequences of actions</p> <p>Know and understand the terms 'discrimination' and 'stereotype'</p> <p>Challenge stereotypes relating to gender and work</p> <p>Learn about and reflect on their own spending habits and choices</p> <p>To understand why financial management and planning is important from a young age</p>	<p>Understand why structure is needed and understand the implications of living in an anarchic society</p> <p>Understand the importance and significance of equal rights</p> <p>Understand the benefits of living in a diverse community and learn to celebrate diversity</p> <p>Know about budgeting and what it means</p> <p>Learn about gender discrimination and its impact</p> <p>Show initiative and take responsibility for activities that develop enterprise capability – know the principles of enterprise and understand profit and loss.</p>

					Make connections between their learning, the world of work and their future economic wellbeing
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Relationships Education – Statutory Content

DRAFT – Relationships education is under review and consultation

By the end of Primary, pupils should know and be able to:

	EYFS	KS1	LKS2	UKS2
Families and people who care for me	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>A. Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>Understand that they belong to different groups and communities such as family and school.</p> <p>B. The people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>C. Identify and respect the differences and similarities between people including families</p> <p>F. Recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p>A. Recognise different types of relationships, including those between acquaintances, friends, relatives and families</p> <p>C. 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.</p> <p>D. 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</p> <p>F. Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. Learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>A. Families are important for growing up because they can give love, security and stability.</p> <p>B. 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</p> <p>E. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <i>Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</i></p> <p>Relationships can change as a result of growing up</p>
Caring Friendships	<p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>About different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>K. Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>J. Identify their special and trusted people (e.g. family, friends, carers), what makes them special and how special people should care for one another</p> <p>J. Recognise what is fair and unfair, kind and unkind, what is right and wrong and how to judge when a friendship is making them unhappy or uncomfortable</p>	<p>G. How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>I. Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>J. 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</p> <p>J. Continue to recognise who to trust and who not to trust within their ever-widening world and experiences</p> <p>J. Talk about which sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>I.</p>	<p>H. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>I. Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>J. Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and seek help or advice from others if needed</p>

		People's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)		<p>I. Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>J. Continue to recognise who to trust and who not to trust within their ever-widening world and experiences</p>
<p>Respectful Relationships</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>People and other living things have rights and that everyone has responsibilities to protect those (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>Recognise different types of teasing and bullying, to understand that that these are wrong and unacceptable. Knows strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>L. Identify and respect the differences and similarities between people</p> <p>P. That in school and in the 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</p>	<p>L. 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</p> <p>Q. Can recognise the difference between isolated hostile incidents and bullying</p> <p>Q. Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p> <p>Recognise and challenge stereotyping and discrimination</p> <p>Judge what kind of physical contact is acceptable or unacceptable in relationships</p>	<p>M. Recognise how new relationships may develop as they grow older. Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>O. The importance of self-respect and how this links to their own happiness</p> <p>Q. About different types of bullying (including cyberbullying <i>CCL computing</i>), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>R. What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>S. The importance of permission-seeking and giving in relationships with friends, peers and adults <i>CCL computing</i></p>
<p>Online Relationships</p> <p>CLL – Computing</p>	<p>Form positive attachments to adults and friendships with peers.</p>	<p>V. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety</p> <p>Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes' 'no' 'I'll ask' and 'I'll tell'</p> <p>What is meant by privacy: their right to keep things private; the importance of respecting others privacy</p> <p><i>Being Safe (Z)</i> Understands the difference between secrets and surprises (that everyone will find out about it eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p>	<p>T. That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Recognises what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships online</p> <p>V. Has strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>Can talk about the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>X. How information and data is shared and used online CLL - Computing</p>	<p>U. 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</p> <p>W. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>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</p> <p>Recognise how images in the media (and online) do not always reflect reality</p> <p>X. How information and data is shared and used online CLL - Computing</p>

<p>Being Safe</p>	<p>PANTS – NSPCC Participate in small group, class and one-to-one discussions</p>	<p>AA. Begin to learn about what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. Knows the NSPCC PANTS rule</p> <p>BB. How to stay safe around adults that they do not know including strangers online</p> <p>CC/DD Know and identify people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>DD. Communicate their feelings to others.</p> <p>Identify good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p>	<p>AA. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact</p> <p>AA. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>BB. How to respond safely and appropriately to adults they may encounter (in their ever-expanding contexts, including online) whom they do not know.</p> <p>CC. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable</p> <p>CC. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>DD. The people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>Z. The concept of privacy including ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ if they relate to being safe</p>	<p>Y. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Z. Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>BB. Continue to know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>DD/FF. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>EE. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>
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