



HC AT

HCAT

**Personal Development & Relationships (Sex)
and Health Education Curriculum**

Purpose of study

At HCAT, the PD & RSHE Curriculum sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities should be used flexibly to plan a programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding.

Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, schools may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

PD & RSHE education addresses both pupils' current experiences and preparation for their future. The HCAT PD & RSHE curriculum therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PD & RSHE education.

During key stages 1 and 2, our PD & RSHE curriculum offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PD & RSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

PD & RSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

We have created supplementary guidance on sex education which is additional, but non-statutory content that parents have a right to withdraw their child from.

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. Healthy Lifestyles (Physical Wellbeing)
2. Mental Health
3. Ourselves, Growing and Changing
4. Keeping Safe
5. Drugs, Alcohol and Tobacco

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. Families and Close Positive Relationships
2. Friendships
3. Managing Hurtful Behaviour and Bullying
4. Safe Relationships
5. Respecting Self and Others

CORE THEME 3: LIVING IN THE WIDER WORLD

This core theme focuses on:

1. Shared Responsibilities
2. Communities
3. Media Literacy and Digital Resilience
4. Economic Wellbeing: Money
5. Economic Wellbeing: Aspirations, Work and Career

	Transition	LKS1	UKS1	Y3	Y4	Y5	Y6
Health and Well being							
Healthy Lifestyles (Physical Wellbeing)	<p>To know and talk about the different factors that support their overall health and wellbeing</p> <p>To manage their own basic hygiene and personal needs</p>	<p>To know what keeping healthy means and different ways to keep healthy</p> <p>To know why sleep is important and different ways to rest and relax</p> <p>To use simple hygiene routines that can stop germs from spreading</p> <p>To know how to keep safe in the sun and protect the skin from sun damage</p> <p>To know about the people who help us to stay physically healthy</p>	<p>To know about foods that support good health and the risks of eating too much sugar</p> <p>To know different ways to be physically active everyday</p> <p>To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>To know about dental care and visiting the dentist</p> <p>To know about different ways to learn and play, recognising the importance of taking breaks from digital devices.</p>	<p>To know how to make informed decisions about health</p> <p>To know about the elements of a balanced, healthy lifestyle</p> <p>To know about what good physical health means and how to recognise early signs of physical illness</p> <p>To know about what constitutes a healthy diet, including the risks associated with not maintaining a healthy diet</p> <p>To know about how sleep contributes to a healthy lifestyle and routines that support good quality sleep</p>	<p>To know how to maintain good oral hygiene and the impact of lifestyle choices on dental care</p> <p>To know about the benefits of sun exposure and risks of overexposure</p> <p>To know how and when to seek support if they are worried about their health</p>	<p>To know about choices that support a healthy lifestyle and recognise what might influence these</p> <p>To know that bacteria and viruses can affect health and how everyday hygiene routines can limit the spread of infection</p> <p><i>To know about the benefits of the internet and the importance of balancing time online with other activities</i></p>	<p>To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>To know how regular exercise benefits mental and physical health and some of the associated risks with an inactive lifestyle</p> <p>To know the effects of lack of sleep on the body</p> <p>To know how medicines, when used responsibly, contribute to health and some diseases can be prevented by vaccinations and immunisations.</p> <p><i>To know about the benefits of the internet and the importance of balancing time online with other activities</i></p>
Mental Health	<p>To show an understanding of their own feelings and those of others.</p> <p>To begin to regulate their behaviour accordingly to a situation</p>	<p>To know about different feelings that humans can experience</p> <p>To know how to recognise and name different feelings</p> <p>To know about ways of sharing feelings and words to describe them</p> <p>To know about things that help people feel good (e.g. playing outside, doing things they enjoy, getting enough sleep)</p>	<p>To know how feelings can affect people's bodies and how they behave</p> <p>To know how to recognise what others might be feeling</p> <p>To recognise that not everyone feels the same at the same time, of feels the same about the same things</p> <p>To know different things they can do to manage big feelings</p> <p>To recognise when they need help with their feelings and know how to ask for help</p> <p>To know about change and loss (including death) and identify feelings associated with this.</p>	<p>To know that mental health, just like physical health, is part of daily life and it is important to take care of it</p> <p>To use a variety of vocabulary to talk about feelings and how to express them in different ways.</p>	<p>To know about strategies and behaviours that support mental health</p> <p>To recognise that feelings can change over time and range in intensity</p>	<p>To use strategies to respond to feelings and how to manage and respond to feelings appropriately and proportionately</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves.</p>	<p>To use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>To recognise that anyone can experience mental ill health and most difficulties can be resolved with help and support</p>
Ourselves, Growing and Changing	<p>To think about themselves, to learn from their experiences.</p>	<p>To name the main parts of the body including external genitalia (vulva, vagina, penis, testicles)</p>	<p>To know how to manage when they are finding things difficult.</p>	<p><i>To know about how hygiene routines change during the time of puberty and the importance of keeping clean</i></p>	<p><i>To know about how hygiene routines change during the time of puberty</i></p>	<p><i>To identify the external genitalia and internal reproductive organs in males and females</i></p>	<p><i>To identify the external genitalia and internal reproductive organs in males and females</i></p>

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Year 1 Year 2 Year3 Year4 Year 5 Year 6

		To know about preparing to move to a new class or year group.	To know about growing and changing from young to old and how people's needs change		and the importance of keeping clean	To know about the physical and emotional changes that happen when approaching and during puberty	To know about where to get more information, help and advice about growing and changing, especially about puberty
Keeping Safe		To know what to do if there is an accident and someone is hurt To know how to get help in an emergency (how to dial 999 and what to say)	To know about rules and age restrictions that keep us safe To know basic rules to keep safe online, including what is meant by personal information.	To about the importance of keeping personal information private and strategies for keeping safe online To know what first aid is and some basic techniques for dealing with common injuries (bruises, scalds, burns and bleeds)	To know how to respond and react in an emergency situation, including how to identify if a situation requires the emergency services	To know reasons for following regulations and restrictions (including age restrictions) <i>To know how they promote personal safety and wellbeing with reference to digital media</i>	To know about the importance of taking medicines correct and using household products safely <i>To know how they promote personal safety and wellbeing with reference to digital media</i>
Drugs, Alcohol and Tobacco			To know about things that people can put into their body or on their skin To know how these things can affect how people feel		To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	To know about the risks and effects of legal drugs common to everyday life (cigarettes, e-cigarettes, alcohol and medicines)	To recognise that drug use can become a habit which can be difficult to break To know about why people choose to use or not use drugs

	Transition	LKS1	UKS1	Y3	Y4	Y5	Y6
Relationships							
Families and Close Positive Relationships	<p>To be able to identify their special people (family, friends, carers) and what makes them special</p> <p>To form positive attachments to adults and friendships with peers</p>	<p>To identify common features of family life</p> <p>To know about the roles different people (friends, relatives etc) play in our lives</p> <p>To identify the people who love and care for them and what they do to help them feel cared for</p>	<p>To know about different types of families including those that may be different to their own</p> <p>To know that it is important to tell someone if something about their family makes them unhappy or worried</p>	<p>To recognise that there are different types of relationships (e.g. friendships, family, romantic and online)</p> <p>To know that people who love and care for each other can be in a committed relationship, living together or may live apart</p> <p>To know that a feature of positive family life is caring relationships and the different ways people care for one another</p>	<p>To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe</p>	<p>To know that people may be attracted to someone emotionally, romantically and sexually.</p> <p>To know that forcing anyone to marry against their will is a crime</p> <p>To recognise and respect that there are different types of family structure which give family members love, security and stability</p>	<p>To know that people may be attracted to someone of the same sex or different sex to them</p> <p>To know the difference between gender identity and sexual orientation</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together, and being there for each other</p>
Friendships	<p>To work and play cooperatively and take turns with others</p>	<p>To know about how people make friends and what makes a good friendship</p> <p>To know about how to recognise when they or someone else feels lonely and what to do</p>	<p>To know simple strategies to resolve arguments between friends positively</p> <p>To know how to ask for help if a friendship is making them feel unhappy</p>	<p><i>To know about the importance of friendships and strategies for building positive friendships</i></p> <p><i>To know the importance of seeking support if feeling lonely or excluded</i></p> <p><i>To know that healthy friendships make people feel included, demonstrating strategies for how to include others</i></p>	<p><i>To know about the importance of friendships and strategies for building positive friendships</i></p> <p><i>To know the importance of seeking support if feeling lonely or excluded</i></p> <p><i>To know that healthy friendships make people feel included, demonstrating strategies for how to include others</i></p>	<p><i>To know what constitutes a positive healthy friendship and that the same principles apply to online friendship as to face-to-face</i></p> <p><i>To know how friendships can change over time and the benefits of having different types of friends</i></p> <p><i>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable</i></p>	<p><i>To know what constitutes a positive healthy friendship and that the same principles apply to online friendship as to face-to-face</i></p> <p><i>To know how friendships can change over time and the benefits of having different types of friends</i></p> <p><i>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable</i></p>
Managing Hurtful Behaviour and Bullying	<p>To show sensitivity to their own and to other's needs</p>	<p>To know that bodies and feelings can be hurt by words and actions</p> <p>To know that hurtful behaviour including teasing, name-calling and deliberately excluding others is not acceptable</p>	<p>To know about how people may feel if they experience hurtful behaviour or bullying</p> <p>To know that people can say hurtful things online</p> <p>To know how to report bullying and the importance of telling a trusted adult</p>	<p>To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p>To know strategies to respond to hurtful behaviour experienced or witnessed and how to report their concerns</p>	<p><i>To understand what discrimination means and how to challenge it</i></p>	<p><i>To understand what discrimination means and how to challenge it</i></p>
Safe Relationships		<p>To recognise that some things are private and the importance of respecting privacy, including their body parts</p>	<p>To know there are situations when they should ask for permission and also when their permission should be sought</p>	<p>To know where to get advice and report concerns if they are worried about their own or someone else's personal safety</p>	<p>To know about privacy and personal boundaries, demonstrating what is appropriate in friendships and wider relationships</p>	<p>To know why someone may behave differently online, including pretending to be someone else</p>	<p>To know strategies for recognising risks, harmful content and contact</p>

		<p>To know how to respond safely to adults they don't know</p> <p>To know how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>To know what to do if they feel unsafe or worried for themselves or others and who to ask for help</p>	<p>To know about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)</p> <p>To know basic techniques for resisting pressure to do something if it makes them feel unsafe</p> <p>To know that sometimes people may behave differently online, including by pretending to be someone they're not</p>		<p>To know how to respond safely and appropriately to adults they may encounter in all context, whom they do not know</p>	<p><i>To know about seeking and giving permission (consent) in different situations</i></p>	<p><i>To know about seeking and giving permission (consent) in different situations</i></p> <p>To recognise and use strategies to deal with pressure from others to do something unsafe or that makes them feel uncomfortable</p>
Respecting Self and Others		<p>To recognise the ways in which they are the same and different to others</p> <p>To know how to be polite and courteous</p>	<p>To know how to treat themselves and others with respect.</p>	<p>To know that personal behaviour can affect other people</p> <p><i>To recognise and model respectful behaviour online</i></p>	<p><i>To recognise and model respectful behaviour online</i></p> <p>To know about respecting the differences and similarities between people and recognising what they have in common with others</p>	<p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves</p> <p>To recognise that everyone, including them, should expect to be treated politely and with respect by others</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>To know how to discuss and debate topical issues, respecting other people's point of view</p> <p>To constructively challenge the points of view they disagree with</p>

	Transition	LKS1	UKS1	Y3	Y4	Y5	Y6
Living in the Wider World							
Shared Responsibilities	To describe their immediate environment using knowledge from observations	To know about what rules are and why they are needed To know about why different rules are needed in different situations	To know about things they can do to help look after their environment	To recognise reasons for rules and laws and the consequences of not adhering to the rules and laws To know how everyday choices can affect the environment	To know ways of carrying out shared responsibilities for protecting the environment in school and at home	To recognise there are human rights, that are there to protect everyone	To know about the relationship between rights and responsibilities
Communities	To know some similarities and differences between different religious and cultural communities in the UK	To know about the different groups they belong to	To recognise the ways they are the same as, and different to, other people To know about the different roles and responsibilities people have in their community	To know what living in a community means	To know about the different groups that make up their community. To value the different contributions that people and groups make to the community	To know about stereotypes and how they can negatively influence behaviours and attitudes towards others	To know about diversity and the benefits of living in a diverse community To know strategies for challenging stereotypes
Media Literacy and Digital Resilience		To know about how the internet and digital devices can be used safely to find things out and to communicate with others To know about the role of the internet in everyday life	To know that not all information seen online is true	To recognise ways in which the internet and social media can be used both positively and negatively To know about some of the different ways information and data is shared and used online	To know the rules surrounding the distribution of images online To recognise things appropriate to share and things that should not be shared on social media	To know how to assess the reliability of sources of information online and how to make safe, reliable choices from search results To know that connect devices can share information	To know about how text and images in the media and on social media can be manipulated or invented To know about how information on the internet is ranked, selected and targeted at specific individuals and groups
Economic Wellbeing: Money		To know what money is and the forms that money comes in To know that money comes from different sources	To know that people make different choices about how to save and spend money To know about the difference between needs and wants To know that sometimes people may not always be able to have the things they want	To know about the different ways to pay for things and the choices people have about this To recognise that people have different attitudes towards saving and spending money	To recognise that people make spending decisions based on priorities, needs and wants	To know what influences people's decisions on spending and saving money To know different ways to keep track of money	To know what makes something good value for money To know about the risks associated with money, including gambling, loss or stolen and know ways to keep money safe To identify the ways that money can impact on people's feelings and emotions
Economic Wellbeing: Aspirations, Work and Career		To know that everyone has different strengths	To know about some of the strengths and interests someone might need to do different jobs	To recognise positive things about themselves and their achievements	To know that people often have more than one career or type of job during their life	To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them	To know about what might influence people's decisions about a job or career

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Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

		<p>To know that jobs help people to earn money to pay for things</p> <p>To know different jobs that people they know or people who work in the community do</p>		<p>To know that there is a broad range of different job/careers that people can have</p>	<p>To know that some jobs are paid more than others</p> <p>To know that money is one factor which may influence a person's job or career choice</p>		<p>To recognise a variety of routes into careers (e.g. college, apprenticeship and university)</p>
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Personal Development and RSHE Curriculum in EYFS

Personal, Social and Emotional Development (educational programme) : Children’s personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Skills and knowledge (Fluid across FS1 FS2)			What does this look like in provision/adult interactions?	Transition to KS1	Characteristics of effective learning
<p>Self-regulation</p> <ul style="list-style-type: none"> - Able to talk about and manage their emotions -Begin to show ‘effortful control’ - Talking about feelings in more elaborated ways (0-3) 	<p>Managing self</p> <ul style="list-style-type: none"> - Grow in independence, rejecting help. - Express preferences and decisions they also try new things and start establishing their autonomy - Learn to use the toilet with help and then independently (0-3) 	<p>Building relationships</p> <ul style="list-style-type: none"> - Develop friendships with other children. - Notice and ask questions about differences such as skin colour, types of hair, gender, special needs, and disabilities (0-3) 	<ul style="list-style-type: none"> - Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. - Plan for PSE focus throughout year when appropriate e.g. colour monster, invisible string. Giving time for children to build relationships and communicate thoughts and feelings. - Books that promote diversity in setting and within teaching. 	<ul style="list-style-type: none"> - To be able to identify their special people - To form positive attachments to adults and friendships with peers 	<p>Children in EYFS learn at different rates and abilities through:</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things, and ‘have a go’. • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements. • Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
<ul style="list-style-type: none"> - Select and use activities and resources with help - Develop their sense of responsibility and membership of community - Understand gradually how others might be feeling - Talk about their feelings - Develop appropriate ways of being assertive (3-4) 	<ul style="list-style-type: none"> - Show more confidence in new social situations - Follow rules, understanding why they are important - Remember rules without needing an adult - Be increasingly independent in meeting their own care needs - Make healthy choices about food, drink activity and toothbrushing (3-4) 	<ul style="list-style-type: none"> - Become more outgoing with unfamiliar people, in the safe context of their setting. - Play with one or more other children, extending and elaborating play ideas. - Help to find solutions to conflicts and rivalries. - Talk with others to solve conflicts (3-4) 	<ul style="list-style-type: none"> - Respond to children’s increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside (refer to skills planner) - Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in. - Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise. - Behaviour policy, house points, dojos, expectations. 	<ul style="list-style-type: none"> - To show an understanding of their own feelings and those of others - To begin to regulate their behaviour accordingly to a situation - To think about themselves, to learn from their experiences 	
<ul style="list-style-type: none"> - See themselves as a valuable individual - Identify and moderate their own feelings socially and emotionally - Express their feelings and consider feelings of others (4-5) 	<ul style="list-style-type: none"> - Manage their own needs: personal hygiene - Show resilience and perseverance in the face of challenge. - Know and talk about the different factors that support their overall health and wellbeing (4-5) 	<ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to <u>others</u> needs (4-5) 	<ul style="list-style-type: none"> - Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child’s interests, showing you know them and about them. (Transition folders and key documents for parents to fill in - Have high expectations for children following instructions, with high levels of support when necessary. - Model practices that support good hygiene, such as insisting on washing hands before snack time 	<ul style="list-style-type: none"> - To know and talk about the different factors that support their overall health and wellbeing - To manage their own basic hygiene and personal needs - To work and play cooperatively and take turns with others - To show sensitivity to their own and to others needs 	
<p>People and communities</p> <ul style="list-style-type: none"> - Make connections between the features of their family and other families (0-3) - Notices differences between people (0-3) - Show interest in different occupations (3-4) - Continue to develop positive attitudes about the differences between people (3-4) - Talk about members of their immediate family and community (4-5) - Name and describe people who are familiar to them (4-5) 			<ul style="list-style-type: none"> - Be open to children talking about differences and what they notice. For example, when children ask questions like: “Why do you wear a scarf around your head?” or “How come your hair feels different to mine?” Point out the similarities between different families, as well as discussing differences. - Encourage children to share pictures of their family and listen to what they say about the pictures. 	<ul style="list-style-type: none"> - To describe their immediate environment using knowledge from observations - To know some similarities and differences between different religious and cultural communities in the UK 	
<p>Early Learning Goals</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (SR) • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (SR) • Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. (SR) • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. (MS) • Explain the reason for rules, know right from wrong and try to behave accordingly (MS) • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the important of healthy food choices (MS) • Work and play cooperatively and take turns with others (BR) • Form positive attachments to adults and friendships with peers (BR) • Show sensitivity to their own and to others needs (BR) 					