



# PSHE/ RSHE Policy

<b>Policy Creation and Review</b>	
Author(s)	Eilidh Kirkpatrick
Last Review Date	October 2022
Ratified by Governing Body	
Next Review Date	October 2024

This model policy has been created through consultation with:

- Young people's sexual health services
- Parents/Carers - Consultation with over 30 governors who are Newham parents/carers
- LGBT+ community - Individuals, groups and teachers who identify as LGBT+
- Councilors - Briefing and consultation with over 30
- Teachers - 80+ attended training, 55+ attended Network Meetings
- Other places - Birmingham, Redbridge and Tower Hamlets RSE leads
- Governors & trustees - around 130 attended training at Education Space on RSHE
- Faith groups - 20 survey monkey responses and meeting held with 30 Imams
- SACRE
  - 19 different individuals representing
    - Muslims      Sunni and Shia
    - Christians    Catholic and protestant
    - Hindus
    - Buddhists
    - Jews
    - Sikhs
    - Humanists
- SEND educational services
- Pupils - carried out in December with three primary and three secondary schools, involving about 130 pupils
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers

### **Policy statement - Aims and objectives of PSHE**

It is the intention of New City Primary to teach high quality, age appropriate, pupil-sensitive, evidence-based PSHE, that demonstrates a respect for the law and all communities that call Newham home. We include statutory RSHE within our PSHE curriculum. It is expected that PSHE in New City Primary will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why PSHE is such an important part of New City's offer.

### **Statutory content: RHE**

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at New City Primary we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

## **National Curriculum Science**

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

Academies are not compelled to teach science as it appears in the national curriculum, however, they are expected to only use alternatives where it can be demonstrated that the alternatives enable schools to provide a science curriculum of an even higher standard than that offered by the national curriculum. At New City Primary school we therefore choose to teach science in line with the national curriculum.

There continues to be no right to withdraw from national curriculum science

## **Health Education (Physical Health and Mental Wellbeing)**

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and at New City Primary will be taught in PSHE lessons in Year 5 and Year 6. Our curriculum covers changes that both girls and boys experience during puberty.

There is no right to withdraw from Health Education.

## **Relationships Education**

The focus at New City Primary is to teach the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Pupils are made aware that there are many ways which family units can be different, but what underlies a healthy family unit is love and respect for one another.

There is no right to withdraw from Relationships Education

## **Safeguarding**

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

## **Non-statutory RSHE - Sex Education that goes beyond national curriculum science**

The Government and local advisors strongly recommend primary schools teach sex education beyond that taught within the science curriculum. However, New City Primary have decided after consultation with parents/carers, not to teach sex education and will not teach 'how a

human baby is conceived and born'. Sexual reproduction in mammals will still be taught as part of national curriculum science in year 5.

***As we have chosen not to teach the non-statutory elements of RSHE, i.e. 'how a human baby is conceived and is born', parents/carers may not withdraw their children from any RSHE lessons.***

## ***Equality***

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)
- The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep New City Primary a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

## ***Monitoring evaluation and assessment.***

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader Eilidh Kirkpatrick
- The school will identify pupils' prior knowledge through class discussion and teacher observations of pupils. The prior recorded work of each pupil will be available to their teachers as the children progress through the school, so new teachers can gain an understanding of the starting points of each pupil in their class. There will also be a liaison between teachers and the Early Help team to identify any particular areas of need for pupils within their class.
- The school will assess pupils' learning and progress through ongoing teacher assessment, both of pupils understanding and progress within RSHE lessons, and through observing pupil behaviour and attitudes throughout the school day.
- The school will evidence pupils' learning and progress through recorded lessons twice per each unit of work (once at the start and once at the end of each half term) to explicitly see how pupils' knowledge and understanding has progressed. Further learning can also be demonstrated by the positive, confident and resilient attitudes of pupils which are displayed through their behaviours towards others.

- This is important because as it will allow for assessment of each child's progress within a single unit of work, but also for the school to assess progress in individual pupil learning as they advance through our school. Additionally, this will highlight progression of learning and understanding across the year groups.

## **Resources**

The school is not a member of any PSHE scheme of work, but rather have tailored the learning to be specific and relevant to our pupils. We will draw upon a variety of resources, primarily those recommended and accredited by the PSHE Association, of which we are members.

It is the role of the RSHE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSHE.

Parents and carers may request to view the resources which will be utilised for a topic in advance of that topic being taught.

## Appendix 1

### Why are we teaching RSHE?

- Because it is the right thing to do.  
Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21<sup>st</sup> century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
- Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
- The teaching of RSHE at New City Primary is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.
- Statutory Guidance on RSHE 2019  
*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*
- Equality Act 2010 and The Public Sector Equality Duty 2014
- School ethos and educational aims.
- The teaching of RSHE in New City Primary is delivered within and influenced by all relating school policies
  - Behaviour policy
  - Antibullying policy
  - Equality policy or statement
  - Safeguarding policy
  - Inclusion policy
- How will we ensure lessons are taught sensitively?
  - Puberty and menstruation and human reproduction and birth are seen as sensitive topics to teach in RSHE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics. We will use single sex classes for some lessons so that children feel less self-conscious and students may be more relaxed and

feel able to ask questions. Same-sex teachers will also be used for single sex groups, and anonymous question boxes will be available to pupils to minimise any stress or embarrassment caused by wishing to ask a sensitive question.

- When will RSHE will be taught?
  - RSHE lessons will be delivered weekly in each class in each year group. In addition to discrete, in-class lessons, learning linked to RSHE will be further fully embedded in all curriculum areas (for instance within the wider curriculum) and throughout the school through the modelling of positive attitudes and behaviours by staff, and through the use of assemblies, visitors and educational visits.
- How will we ensure communication with parents/carers?
  - New City Primary work with parents/carers and want to communicate what is going on in RSHE. Our aim is to offer a meeting every term to explain what will happen in R(S)E, so that parents/carers can, if they wish, talk to their children ahead of lessons. This will allow parents/carers to be ready for any questions that their child may have concerning what they have learnt in school.
  - Whenever sex education (how a baby is made and born), outside of the national curriculum for science, is being taught, a letter will be sent home ahead of the lesson so that parents/carers are aware of what is being taught and in which week. Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that they will all remain in the lesson so that they learn facts from a teacher rather than second-hand in the playground. However, the school respects the right of parents/carers to remove their children from sex education if they wish. Parents/carers who wish to remove their children from sex education need to inform the school in writing, following a meeting with someone from the SLT to discuss concerns, alternative provision can be made for the child. This process will be documented.
- Who will be teaching RSHE?
  - RSHE lessons will be delivered by class teachers who are committed to delivering a high-quality RSHE education. It is the responsibility of class teachers to plan and deliver these lessons to pupils. For sensitive topics where it is preferable for a same-sex teacher to deliver the curriculum, this will be arranged by the subject leader and SLT. External visitors may be used to complement but never be used to substitute or replace teacher-planned provision.
- What training will staff be given?
  - All staff receive training on RSHE on a regular basis, updating them on policy and curriculum content and supporting them to deliver high-quality, sensitive and impactful RSHE lessons.
- What materials will be used to deliver RSHE?
  - In New City Primary we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. We are a member of the PSHE Association which allows us access to a number of accredited resources. Parents/carers may request to see resources in advanced of lessons.

## Appendix 2: Curriculum overview:

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED focus	Community – settling into school routines	Identity – All about Me	Relationships	Health	Risk	Independence
	<ul style="list-style-type: none"> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available</li> <li>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> </ul>	<ul style="list-style-type: none"> <li>Name their body parts and identify which parts are private</li> <li>Describe themselves using simple, positive adjectives</li> <li>Expresses own preferences and interests</li> <li>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>Has a sense of own immediate family and relations</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community (e.g. collecting snack for friends and tidying up after themselves)</li> <li>Shows affection and concern for people who are special to them</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Observes the effects of activity on their bodies.</li> <li>Identify those who help us to maintain our health e.g. doctor, dentist.</li> <li>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</li> <li>Show simple understanding of healthy and unhealthy foods</li> <li>Show understanding linked to healthy behaviours e.g. washing hands, brushing teeth.</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>Show understanding of people who help us in different emergency situations</li> <li>Identify trusted adults in the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Learn to use the toilet independently.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts</li> </ul>



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSED focus:</b>	<b>Community – settling into school routines</b>	<b>Identity – All about Me</b>	<b>Relationships</b>	<b>Health</b>	<b>Risks</b>	<b>Independence</b>
	<ul style="list-style-type: none"> <li>Class and school wide rules and expectations</li> <li>Making new friends</li> <li>Sharing with others</li> <li>Think about the perspectives of others.</li> <li>Belonging within the school – attending assembly and interacting with other year groups</li> <li>The 5Cs</li> <li>Build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant adjectives to describe themselves (inc names for hair and eye colours)</li> <li>Name the different parts of their body and understand that some body parts are private.</li> <li>See themselves as a valuable individual</li> <li>Describe their family and talk about family traditions, special memories.</li> <li>Understand that families look different and explore different types of families.</li> <li>Understand that they are unique, and be able to identify what makes them special</li> <li>Celebrate and share their achievements with others</li> </ul>	<ul style="list-style-type: none"> <li>Play cooperatively and engage in conversation</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Learn to solve minor disagreements</li> <li>Understand that there are different types of families, and what should constitute a health, positive family (e.g. love, safety, respect)</li> <li>Recognise and express a broad range of emotions</li> <li>Children recognise unacceptable behaviours such as bullying</li> <li>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Children can sort healthy and unhealthy foods and know some reasons food is/is not healthy</li> <li>Children understand the benefits and importance of sleep</li> <li>Children know how to and how often to brush their teeth</li> <li>Children manage their own basic hygiene and personal needs successfully</li> <li>They have a basic understanding of germs and dispose of tissues in the bin.</li> <li>Children know about the health benefits of exercise</li> <li>Children have simple strategies for helping soothe themselves if they feel sad</li> </ul>	<ul style="list-style-type: none"> <li>Identify people who help us in different situations and how to ask for help</li> <li>Demonstrate an understanding of permission and that they have the right to give permission</li> <li>Understand that rules in school and at home help to keep them safe</li> <li>Manage simple risks e.g. walking with scissors, running in the playground</li> <li>Children are confident to challenge themselves and take risks with the support of an adult</li> <li>Know how to manage simple risks linked to road safety and sun safety</li> </ul>	<ul style="list-style-type: none"> <li>Children can set simple goals and track their progress Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Show confidence to ask for help when needed</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> </ul>

Autumn 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Community	Community	Community	Community	Community and Society	Community and Society
<p>To understand the meaning of the term 'community' and identify features of a school community</p> <p>To name and explain each of the 5C's</p> <p>To discuss 'belonging' and identify and discuss the communities they belong to.</p> <p>To consider who in our community can help us at different times</p> <p>To recognise and discuss right/wrong behaviours</p> <p>To understand how choices they make at school affect the school community</p>	<p>To explain what makes their school a community and how they can support new members of the community</p> <p>To recognise role models and authority figures within our school community and consider what qualities would make a good student council representative.</p> <p>To offer kind and constructive feedback to others</p> <p>To identify and discuss different communities</p> <p>Identify and discuss how our behaviours can affect the rest of the school community</p> <p>To identify and consider different strategies to improve our school community.</p>	<p>Consider their role in the school community and how it may change now they are in KS2.</p> <p>To create a set of values that they feel represents their class community.</p> <p>To discuss role models and authority figures within their own and other communities</p> <p>To research and discuss a topical issue in their school community</p> <p>To research how the school Harvest festival supports the local community and help to raise awareness of it</p> <p>To consider the position of the school within the local community</p>	<p>To explore how we behave in different community contexts and our rights within the community</p> <p>To discuss the UN Convention on the rights of the child (UNCRC) and understand that all children have these human rights.</p> <p>To consider and discuss who holds the power within communities</p> <p>To listen to and respect the viewpoints of others</p> <p>To consider why we need rules and laws in our school and national communities</p> <p>To consider how our local community fits into the broader national community</p>	<p>To understand how their own personal and local communities fit into the global community, and the values of our national community (British Value)</p> <p>To understand why rules and laws are made</p> <p>To consider how British values and laws help to protect our rights</p> <p>Work co-operatively as a group to design their own 'bill'</p> <p>To present and vote on their bills becoming a law</p> <p>To consider career aspirations and how different careers contribute to broader society.</p>	<p>To understand their changing personal responsibilities within the school, community and to themselves.</p> <p>To consider and discuss diversity within British society (linked to Protected Characteristics)</p> <p>To discuss the differences between equality and equity, and consider how we can make our community and society more inclusive. (link to Protected characteristics)</p> <p>To consider how individuals can play a role in UK democracy</p> <p>To consider their career aspirations, their pathways and what they can do now to work towards their goals.</p> <p>To consider how they can take responsibility to promote change in themselves, and their communities (local/national/global)</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Identity</b>	<b>Identity</b>	<b>Identity</b>	<b>Identity</b>	<b>Identity</b>	<b>Identity</b>
<p>To describe themselves and recognise their strengths</p> <p>To name their different body parts and understand that some parts of their body are private.</p> <p>To understand the importance of not judging others by their appearance</p> <p>To compare similarities and differences between themselves and others</p> <p>To discuss their dreams and aspirations</p> <p>To consider how to treat those who are different to us</p>	<p>To identify their strengths and weaknesses and set a target for improvement</p> <p>To consider different influences on identity</p> <p>To learn about stereotypes and how these can have a negative impact</p> <p>To know when and how to stand up for themselves</p> <p>To explore the meaning of 'pride' and identify things about themselves they are proud of</p> <p>To reflect on their learning and progress towards their personal goal</p>	<p>To consider that multiple aspects form our identity, and which can/cannot be chosen</p> <p>To understand the benefits and importance of being true to yourself</p> <p>To respect the identity of others, and recognise benefits of diversity</p> <p>To recognise the importance of active listening</p> <p>To understand how to see things from other points of view</p> <p>To understand that things are not always 'black and white'</p>	<p>To explore visible and invisible parts of their identity</p> <p>To develop the confidence to share our identity with others</p> <p>To understand the importance of self-esteem, and review strategies to develop self-esteem</p> <p>To develop strategies for being resilient</p> <p>To consider ways to relax when we feel intense emotions</p> <p>To celebrate our identities and achievements</p>	<p>To explore 'British Identity'</p> <p>To understand that differences and similarities between people arise from several factors</p> <p>To evaluate images in the media, and consider their impact</p> <p>To explore 'online identity'</p> <p>To understand about change and loss and the associated feelings (inc. moving home, parent separation/divorce, and bereavement).</p> <p>To reflect on how to be resilient when our identity is challenged</p>	<p>To reflect on their own identity and values</p> <p>To acknowledge and be respectful regarding the differences of others, including gender identity</p> <p>To challenge biases and stereotypes</p> <p>To understand how our online reputations can impact our real life</p> <p>To express ourselves whilst respecting others</p> <p>To reflect on their changing identity</p>

Spring 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
<p>To define the term 'relationship' and consider different types of relationships</p> <p>To discuss different types of families and compare their similarities/differences</p> <p>To discuss what makes a good relationship between team-mates and work as a team</p> <p>To consider how to solve a simple disagreement</p> <p>To share my opinion with others and respect the opinion of others</p> <p>To discuss different emotions and how they are expressed</p>	<p>To discuss different types of bullying and consider their implications</p> <p>To consider different strategies for dealing with bullying</p> <p>To understand the difference between a secret and a surprise</p> <p>To judge what kind of physical contact is acceptable and unacceptable</p> <p>To recognise if someone feels lonely and what to do</p> <p>To positively communicate emotions to others</p>	<p>To compare different types of relationships</p> <p>To work collaboratively as a group towards a goal</p> <p>To learn to negotiate to solve problems and disputes</p> <p>To give and accept constructive feedback</p> <p>To understand how their actions can affect other people</p> <p>To judge what types of physical contact are acceptable/unacceptable and how to respond</p>	<p>To discuss how to maintain positive relationships</p> <p>To understand when it is appropriate to keep secrets and when to break them</p> <p>To listen to a range of views and challenge different viewpoints</p> <p>To share their own opinions, and receive and respond to feedback</p> <p>To consider similarities and differences between individuals</p> <p>To recognise how to support others who may feel lonely or excluded.</p>	<p>To understand what skills are necessary to maintain a healthy, positive relationship</p> <p>To understand how online relationships may differ to real-life relationships</p> <p>To listen to the views of others, challenge them and to express and defend their own views</p> <p>To understand how to be sensitive and respectful of the differences between people</p> <p>To understand what 'peer-pressure' is and strategies to resist it</p>	<p>To understand different situations that can put pressure on relationships, and how to cope with them</p> <p>To be sensitive to and respect the differences between individuals and understand the types of discrimination they may face.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours</p> <p>To resolve differences by looking at alternatives, seeing &amp; respecting others' points of view, making decisions and explaining choices.</p> <p>To learn to cope with dares, judge when they get out of hand and know how to respond</p> <p>To consider the reasons relationships may change and strategies to cope with this</p>

Spring 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health	Health	Health	Health	Health	Health
<p>To understand what makes food healthy/unhealthy and make healthy choices</p> <p>To recognise the components of a healthy lifestyle</p> <p>To understand the concept and importance of emotional health</p> <p>Make choices to improve emotional health, and recognise that choices have consequences</p> <p>To show awareness about things we should and should not put into or onto our bodies</p> <p>To set simple goals to improve their physical and emotional wellbeing</p>	<p>To understand the different components of a healthy lifestyle</p> <p>To understand which food groups contribute to a balanced diet.</p> <p>Understand the concept of personal hygiene and how to maintain it</p> <p>To begin to understand how diseases are spread</p> <p>To understand how needs change as we grow from young to old.</p> <p>To understand about the use of medicine and how to use it safely</p>	<p>To explore how to maintain a healthy lifestyle</p> <p>To recognise people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p> <p>To understand that hand hygiene can help to stop and slow the spread of bacteria and germs.</p> <p>To consider strategies for improving their emotional/mental wellbeing</p> <p>To recognise opportunities to make choices about food and the benefits of eating a balanced diet</p> <p>To discuss how they can take responsibility for improving their own health</p>	<p>To identify and consider the components of a balanced lifestyle</p> <p>To recognise positive/negative influences on physical, mental and emotional health</p> <p>To understand that influences on physical, mental and emotional health can influence individuals to different extents</p> <p>To understand how a positive/negative influence on one aspect of health can be linked to another</p> <p>To understand simple food hygiene when eating and preparing food</p> <p>To consider that all people can be healthy and active</p>	<p>To understand health is not always linked to appearance</p> <p>To learn about some of the physical changes that happen to the body during puberty</p> <p>To be aware of and know how to manage periods (girls) and erections/wet dreams (boys)</p> <p>To understand how to manage their personal hygiene as they enter puberty</p> <p>To understand how puberty can affect their feelings and emotions</p> <p>To understand the importance of good sleep routines.</p>	<p>To understand what it means to 'diet' and its consequences</p> <p>To consider and respond to different scenarios that may affect them during puberty</p> <p>To explore how vaccines and immunisations can prevent some diseases.</p> <p>To consider the impact difference life events have on our health</p> <p>To consider and develop strategies to cope with academic stress</p> <p>To show awareness and understanding of a wide range of strategies to deal with stressful life events.</p>

Summer 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Risk	Risk	Risk	Risk	Risk	Risk
<p>To recognise dangers in the home and how to keep safe</p> <p>To identify who can help us in different situations</p> <p>To understand basic rules about how to stay safe online</p> <p>To know how to keep safe in the sun</p> <p>To recognise signs that a situation might be 'risky' or dangerous</p> <p>To understand how they play a role in keeping themselves and others safe</p>	<p>To recognise how our senses can help us to stay safe and healthy</p> <p>To understand how to judge what is and what is not safe to put into our bodies</p> <p>To identify different hazards around the school</p> <p>To understand the difference between good and bad secrets</p> <p>To understand our feelings can change our behaviours, and strategies to manage overwhelming feelings</p> <p>To identify how they can take responsibility for keeping themselves safe</p>	<p>To understand the difference between a 'risk,' 'danger' and 'hazard.'</p> <p>To be able to balance up the risk and benefits of different situations</p> <p>To understand that risk can come from a variety of places, including people they know</p> <p>To identify online risks and consider how to manage them</p> <p>To learn how to manage and treat bites and stings (First Aid)</p> <p>To understand how to identify hazards and cross a road safely.</p>	<p>To recognise and differentiate between positive and negative risks</p> <p>To identify and discuss different strategies for dealing with failure</p> <p>To recognise and manage dares</p> <p>To understand how to stay safe when cycling</p> <p>Identify an asthma attack and know how to respond (first aid)</p> <p>To consider how their own actions can help others to stay safe</p>	<p>To understand which, why and how, commonly available substances can pose a risk to current health and future health and safety</p> <p>To develop strategies for resisting the pressure to use commonly available substances</p> <p>To understand how to respond when someone is injured and bleeding (First Aid)</p> <p>To understand how to respond when someone is choking (First Aid)</p> <p>To understand how the media can affect our body image</p> <p>To understand the risks of sharing personal information on social media.</p>	<p>I understand how different drugs, both legal and illegal, can affect health</p> <p>To understand what it means to have a 'habit', why they can be hard to challenge, and strategies to break habits</p> <p>To consider the risks related to gambling</p> <p>To understand the possible risks of staying out of the house later in the evening</p> <p>To identify risks and risky behaviour out and about in the local environment</p> <p>To know and understand the consequences of anti-social behaviour</p>

Summer 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Making Sense of Money</b>	<b>Making Sense of Money</b>	<b>Making Sense of Money</b>	<b>Making Sense of Money</b>	<b>Making Sense of Money</b>	<b>Secondary transition</b>
<p>To recognise different jobs/chores in the home</p> <p>To understand the difference between needs and wants</p> <p>To learn about different places money can come from</p> <p>To think about the feelings involved when we lose money</p> <p>To identify different ways to keep money safe</p> <p>To understand what it means to save money</p>	<p>To understand how people with different jobs get money</p> <p>To prioritise different needs and wants.</p> <p>To understand what value means in the context of money</p> <p>To understand different methods of paying for things</p> <p>To consider what options are available if money is lost or found</p> <p>To make and explain moral decisions around lost or found money and personal items.</p>	<p>To describe why they might want to save money and how it can make them feel</p> <p>To understand what it means to be 'enterprising' and consider different ways children can make money</p> <p>To learn a strategy for keeping track of money</p> <p>To consider how to spend within a budget</p> <p>To consider the benefits and risks of borrowing and lending</p> <p>To identify reliable and unreliable sources of money</p>	<p>To understand that bills are paid to provide energy in the home</p> <p>To recognise ways that energy is used and wasted in the home</p> <p>To learn about and consider how much it costs to raise a child</p> <p>To consider why people chose to do different jobs</p> <p>To identify different ways of supporting charities</p> <p>To consider priorities when spending within a budget</p>	<p>To understand the difference between a credit card and a debit card</p> <p>To explore ways people borrow money and the debt this can create</p> <p>To consider what affects people's choices about how they spend their money</p> <p>To consider how our spending choices can impact people around the world (Fairtrade)</p> <p>To understand how shops influence us to 'impulse buy'</p> <p>To understand some ways of keeping their money safe when using the internet</p>	<p>To reflect on their achievements in primary school and how they accomplished these</p> <p>To identify common worries about moving schools and strategies to cope</p> <p>I know what to expect from my new secondary school</p> <p>To identify their own worries about moving to secondary school and support their peers</p> <p>To reflect on how friendships may change as they move to secondary school</p> <p>To feel positive about their transition to secondary school</p>

It is the aim of New City Primary to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate RSE that is sensitive to our pupils background and needs. If there are any questions about what we teach and why then please contact Eilidh Kirkpatrick via [info@newcity.boleyntrust.org](mailto:info@newcity.boleyntrust.org)

The Science long term plan can be found on the New City website at [www.newcity.boleyntrust.org](http://www.newcity.boleyntrust.org)