

# New PSHE & SRE curriculum

2019

At The Butts Primary School, it is integral to our ethos to provide a safe, nurturing environment for children, which fosters mutual respect, whilst preparing them for the emerging challenges of the outside world and the rapid rate of change in a digital age.

We have recently reviewed and updated our PSHE curriculum, in response to stakeholder views (staff, parents, governors and pupils), so that it is more relevant and reflects topics such as the challenges of social media, internet safety, refugees and asylum seekers, fake news and mental health. The PSHE curriculum is delivered both through discrete lessons and assemblies, as well as being embedded across the wider curriculum, in subjects such as science, history, IT and PE.

Through these areas we will be developing key essential skills that children need now and later in life e.g.:

- Resilience
- Self-belief
- Positive mental attitude
- Awareness of mental health issues
- Growth mind-set

The policy and curriculum have also been brought in line with the Department for Education 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) regulations 2019', (which are made under sections 34 and 35 of the Children and Social Work Act 2017). These regulations provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE, and that all primary and secondary pupils must be taught Health Education.

For the teaching of sex and relationships education we use the Christopher Winter Project 'Teaching SRE with confidence' materials throughout both Key Stage one and two. These materials focus mainly on the body and how it changes over time, culminating, in Y6, with the process by which babies are created. Other resources are also used to support or inform other aspects of the curriculum such as the PSHE Association planning and policy ideas, the NSPCC PANTS (safeguarding), [www.educateagainsthate.com](http://www.educateagainsthate.com), to name but a few.

In 2015 Ofsted commented, "The majority of parents are rightly confident in the school's work to care for pupils and ensure that they are safe. Pupils say that they are very well cared for and feel safe. They learn about safety through their personal, social, health and economic education lessons, including stranger danger and internet safety".

Autumn - Health and Well being					Spring - Relationships			Summer - Living in the Wider World				
Rules	Healthy lifestyles	Bullying (Anti bullying week)	Growing and Changing	Keeping safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities (KS1 – validity of sources-history)	Environment	Money	SRE	
1	Group and class rules	What helps keep bodies healthy; hygiene routines, choices that improve physical and mental health	People's bodies and feelings can be hurt; there are different types of bullying	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; first aid, how to ask for help if worried, responsible ICT use	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Everybody is unique in some ways and the same in others	Looking after the local environment	Where money comes from; how to use money - saving and spending money	About growing, changing and becoming more independent
2	Group and class rules	Healthy choices; different feelings; managing feelings	Different types of teasing and bullying, to develop strategies to resist teasing or bullying,	Recognising what they are good at; setting goals. Growing; changing and being more independent	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively ; appropriate and inappropriate touch;	Respecting similarities and differences in others; sharing views and ideas	Respecting their own and others' needs; groups communities they belong to; work in the community; help in an emergency	Looking after the local environment	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved	The correct names for the main parts of the body of boys and girls

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3	To take part in making and changing rules	What makes a balanced diet; making own choices with food; what influences their food choices; habits	Realise the nature and consequences teasing, bullying and aggressive behaviours How to recognise bullying	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe keeping safe online;	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; actions affect ourselves and others; working collaboratively	Respond respectfully to a wide range of people. recognise and manage 'dares'	health and wellbeing issues. Being a part of the community and how, media can be misrepresented or mislead	Rights and responsibilities about looking after the local environment	concepts of 'interest', 'loan', 'debt', and 'tax'	difference between acceptable and unacceptable physical contact, how to respond to unacceptable
4	To take part in making and changing rules	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Realise the nature and consequences teasing, bullying and aggressive behaviours How to recognise bullying and abuse	Recognising what they are good at; setting goals.	How to keep safe in local area and online; people who help them stay healthy and safe, first aid	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	health and wellbeing issues. difference and diversity in the UK, media can misrepresented or mislead	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan	About the changes that happen at puberty
5	To take part in making and changing rules	What positively and negatively affects health and wellbeing; making informed choices; skills to make choices	Realise the nature and consequences teasing, bullying and aggressive behaviours How to recognise bullying and abuse	Recognising what they are good at; aspirations. Intensity & managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety; first aid	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	health and wellbeing issues. ; anti-social behaviour; respecting and resolving, differences media can be misrepresented or mislead	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax	About the changes that happen at puberty; human reproduction
6	To take part in making and changing rules	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Realise the nature and consequences teasing, bullying and aggressive behaviours How to recognise bullying and abuse	Recognising what they are good at; setting goals; aspirations.	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	positive & (un)healthy relationships; recognising Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. recognising and challenging stereotypes; discrimination and bullying	health and wellbeing issues. Human rights; cultural practices and British law. groups that support communities. Being critical of what is in the media, refugees	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up a business enterprise	about the changes that happen at puberty; how a baby is made