



PSHE Policy

At Holme Slack Community Primary School our ethos can be summed up in the simple statement in our belief that

Our Children Can....Achieve!

And by working in partnership we aim high in order for all pupils to achieve their best at all times.

We aim:

- To provide a safe, caring, welcoming and stimulating environment for our children.
- To encourage children to value themselves as individuals and treat everyone with respect and consideration.
- To develop the whole child and for each child, according to their ability, to achieve the highest academic standards, whilst developing social, moral, spiritual and health awareness preparing them for life after school.
- To provide a lively, fun curriculum which is broad, balanced and relevant.
- For parents to become partners in the education of their child and to support the work of the school. Further to maintain and strengthen links with the local community for the benefit of all.

With our ethos and aims as a school in mind, our PSHE curriculum is designed to promote the spiritual, moral, cultural, mental and physical development of all of our pupils, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed from the PSHE Association's Primary Scheme of Work Planning Toolkit, which is recommended by the Department for Education. Our programme of study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils. Statutory Relationships Education and Health Education as well as non-statutory Sex Education will be taught as part of our comprehensive PSHE curriculum.

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. (PSHE Association 2020).

This policy covers our school's approach to statutory guidance on Health Education, Relationships Education (HRE) and all non-statutory elements of PSHE including sex education.

The [national curriculum](#) ..states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010](#) to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development,

behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education [will be compulsory in all schools from 2020](#). (PSHE Association 2020).

Intent

How will we ensure the curriculum is relevant to our pupils?

Our curriculum determines and underpins the whole ethos and values of our school. At Holme Slack, our PSHE curriculum brings together citizenship with personal wellbeing, whilst promoting fundamental British Values. We ensure that pupils are offered a balanced programme by using relevant local data and school information (such as CPOMS logs and attendance figures) related to Relationships/Health/PSHE education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment, Health LSIP (Lancashire School Information Profile).

The data gathered from the school's Health LSIP 2018/2019* (which includes Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances) as well as the National Child Measurement Programme for 2024, highlights the issues facing the school's district of Preston and compares them to other districts in Lancashire and sets in context of National figures.

*this is the latest data available (as of March 2025).

Indicators Rated Red	
Proportion of children living in poverty	Decrease in rate from 2018 to 2019. The rate is still significantly higher than the Lancashire average and slightly higher than the England average. It remains the 3rd highest district rate in Lancashire.
Teenage pregnancies	Slight increase in the rate from 2018 to 2019. It is the 2nd highest district rate in Lancashire.
Road deaths	There is a decrease in the rate from 2018 to 2019. It remains significantly higher than the England average but is in line with the Lancashire average rate

Indicators Rated Amber	
Obese children (Year 6)	The rate from 2018 to 2019 is showing an upwards trend. The rate is in line with the Lancashire rate and slightly below the England average
Alcohol Specific Stays (under 18s)	A decrease in the rate from 2018 to 2019. The rate is lower than the England average and below the Lancashire average
Hospital Stays for self-harm	A significant increase in rate from 2018 to 2019. The rate is going against the downward Lancashire average trend and is significantly higher than the England average

Indicators for Oral Health

Oral health	The rates for 5 year olds for 2015 and 2017 are significantly higher than the England average and above the North West average
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Causes for concern in the Preston District along with our response as a school:

Indicator	Issues to consider	Actions completed
Proportion of children living in poverty	Pupil premium used to address other priorities e.g. support for mental health	Two Youth Mental Health First Aiders in school. Designated Mental Health Lead. Mental Health and Wellbeing CPD for staff delivered by LEHSS. Assemblies based around our core values as well as weekly My Happy Mind lessons focussing on mental health and wellbeing. Children's Mental Health Week and Anti Bullying Week celebrated each year. Positive Mental Health Policy in place.

		Pastoral Learning Mentor sessions for vulnerable children (Forest School Trained). Weekly 1 hour Forest School/Outdoor Learning sessions for every class.
Teenage pregnancy rates	1. Review curriculum to ensure it fully meets all the requirements of the statutory guidance for 2020 for both Relationships Education: all 5 Topics and Health Education Topic 8: Changing Adolescent Body 2. Raising aspirations/Careers Education for girls and boys 3. Education about parenthood	1. PSHE curriculum in line with statutory guidance as well as non-statutory sex education offered in Year 6. 2. 'Job Junction' or similar careers fair in Y6 as well as external visitors to class and assemblies for all children.
Road Injuries and deaths	1. Promote Active Travel and Road Safety 2. Skills to be independent and stay safe on the way to and from school	1. Right Start Child Pedestrian Training Programme undertaken each year in KS1. Go Velo Bikeability training in Year 5 and Reception.
Oral Health	1. Review curriculum to ensure it fully meets all the requirements of the Health Education statutory guidance for 2020. See Topic 4: Healthy Eating and Topic 6: Health and Prevention	1. PSHE curriculum in line with statutory guidance for 2020. National Smile Month activities planned each year (May/June) and Oral Health kits for every child ordered and distributed.
Alcohol specific stays (under 18s)	1. Review curriculum to ensure it fully meets all the requirements of the Health Education statutory guidance for	1. PSHE curriculum in line with statutory guidance for 2020.

	2020. See Topic 5: Drugs, Alcohol and Tobacco 2.Awareness of the influence of older siblings 3.Who is supplying the alcohol to those under 18?	2/3. PSHE curriculum develops essential skills and attributes e.g. recognises and manages peer influence and the need for peer approval, including evaluating perceived social norms. PSHE curriculum delivers the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.
Hospital stays for self-harm	1.Review curriculum to ensure it fully meets all the requirements of the Health Education statutory guidance for 2020. See Topic 1: Mental Wellbeing and Topic 2: Internet Safety and Harms 2.Consider how the school identifies and supports children experiencing difficult times emotionally 3.Act on anecdotal evidence from staff and peers	1.PSHE curriculum in line with statutory guidance for 2020. 2.Positive Mental Health Policy in place. Vulnerable Children meeting monthly and select information shared with staff as appropriate following safeguarding policy and procedures. External Supervision for all staff termly. Full-time Pastoral Learning Mentor - open door policy. Pupil question/concern box in each class. Mental health training for all staff from LEHSS and Lancashire Mind. Parent workshops offered from Lancashire Mind and the Children and Family Wellbeing Service 3.CPOMS system in place for staff to share concerns with relevant staff e.g. Pastoral Learning Mentor, SLT or DSLs.

Obese children (Year 6 and Reception) NCMP 2021/22 and 2022/23 combined - The proportion of Reception children who were overweight or living with obesity (18%) is statistically similar to the England proportion (22%). 24% of Reception children were overweight or living with obesity in Lancashire local authority. The proportion of Year 6 children who were overweight or living with obesity (50%) is statistically similar to the England proportion (34%). 37% of Year 6 children were overweight or living with obesity in Lancashire local authority. (In any population of children of all ages, it would be expected that 10% would be overweight and a further 5% living with obesity. However current levels across England are far higher.)	1. Review curriculum to ensure it fully meets all the requirements of the Health Education statutory guidance for 2020. See Topic 3: Physical Health and Fitness, Topic 4: Healthy Eating, Topic 6: Health and Prevention 2. Review food and drink provision in school including before and after school activities and clubs 3. Use Lancashire School Food Plan to audit provision 4. Examine links to bullying behaviour 5. Audit range of physical activity opportunities within and beyond the curriculum 6. School Nurse will have access to more data relating to individual children to enable tailored support	1. PSHE curriculum in line with statutory guidance for 2020. PNE Healthy eating club for parents. 2. Water only policy in school for drinks bottles. Review into completing the Lancashire Healthy School Standard. Balanced breakfasts offered in breakfast club and after school club. 3. Under review. 4. Any issues dealt with swiftly and sensitively 5. Sports Coach focus on vulnerable children and encourage to attend after school and lunchtime clubs 6. Accessed where relevant
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Our school's overarching intent for our pupils is to provide a personal, social, health and economic (PSHE) education programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.

- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Skills that enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our children will be taught in a safe and supportive learning environment. We ensure that where a pupil indicates that they may be vulnerable and at risk, they will receive appropriate support by staff members following the schools safeguarding/child protection policies.

Implementation

Our PSHE curriculum incorporates Health Education and Relationships Education that has been statutory for all pupils receiving primary education from September 2020. The statutory guidance can be found here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) (see appendix 2 and 3 for statutory content coverage).

Our scheme of work is the Thematic Model Programme Builder from the PSHE Association. This programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium-term planning. The topic areas are adapted to meet planning requirements, pupils' stage of development and needs and to also reflect the context of the school and our local community. Each core theme is divided up into three topic areas as shown below:

Core Theme 1: Relationships

Topic areas:

Families and Friendships
Safe Relationships
Respecting ourselves and others Core

Core Theme 2: Living in the Wider World

Topic areas:

Belonging to a community
Media Literacy and digital resilience
Money and Work

Core Theme 3: Health and Wellbeing

Topic areas:

Physical health and mental Wellbeing
Growing and changing
Keeping safe

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school and as highlighted as a priority in the school's health LSIP.

Sex education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

Statutory Guidance

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Non-statutory Guidance

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum and at Holme Slack Community Primary School, we teach pupils sex education beyond what is required of the science curriculum in order to address causes for concern for the children in our local area (see pages 3 and 4 for the teenage pregnancy rates). This will be delivered in an appropriate way with sensitivity in the summer term of Year 6 and includes:

- identifying the links between love, committed relationships and conception

- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception

Why is sex and relationships education in schools important?

The following guidance has been taken from 'Sex and Relationships education for the 21st Century' <https://rsehub.org.uk/media/1290/supplementary-guidance-for-sre.pdf> which was produced by Brook (www.brook.org.uk) the PSHE Association (www.pshe-association.org.uk) and the Sex Education Forum (www.sexeducationforum.org.uk).

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- *Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.*
- *Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.*
- *SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.*
- *Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.*

Does sex and relationships education sexualise children?

No. SRE is part of the solution to concerns about sexualisation. The evidence, as summarised here: http://www.ncb.org.uk/media/494585/sef_doessrework_2010.pdf shows that comprehensive SRE delays sexual activity for young people, and increases the likelihood of using contraception. The National Survey of Sexual Attitudes and Lifestyles (NATSAL, 2013) showed a link between school-based SRE and reductions in teenage pregnancy.

Children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame. Sex and relationships education addresses the questions and concerns raised by the biological facts – for example, exploring the feelings a new baby can bring, or the effect of puberty on friendships. It

provides balance to sometimes distorted messages about sex and gender roles in the media, and helps protect children by explaining boundaries and safety, and developing the language and understanding needed to recognise abusive behaviour and seek help. It also helps pupils to develop respectful and consensual attitudes and behaviours.

Parents are welcome to express their views in the organisation and delivery of our sex education curriculum.

Withdrawing from sex education

Relationships and health education is compulsory in all primary schools and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum and the process will be as follows:

- The head teacher will automatically grant withdrawal requests; however, the head teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The head teacher will also discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded from the lessons.
- The head teacher will keep a record of the discussion between themselves, the pupil and the parent.
- The parent will be informed in writing of the head teacher's decision.
- Where a pupil is withdrawn from sex education, the head teacher will ensure that the pupil receives appropriate alternative education.

Organisation/provision

We teach PSHE in a variety of ways. We have dedicated curriculum time (1 hour per week) and lessons are delivered by the class teacher. We also have a dedicated whole school wellbeing focus for each week linked to our core values of empathy, integrity, resilience, respect, ambition and curiosity.

PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education, Science, DT and PE.

In addition, PSHE is developed through whole-school activities and events:

- Our school council; the representatives from each class meet regularly to discuss school matters.

- We offer a residential visit in Key Stage 2: Year 5/6 visit Kingswood (or similar) where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed weeks; our children take part in themed weeks and whole school events e.g Children's Mental Health Week, Road Safety Week, National Smile Month.
- Visiting speakers e.g. Preston Councillors, the Dog's Trust
- A variety of clubs including the Eco Warrior club and British Sign Language Club.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment. We also deliver weekly Picture News sessions for all the children which have relevant and meaningful links to British Values and support children's personal development.

Early Years Foundation Stage (EYFS)

In EYFS, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the EYFS statutory guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. Children in EYFS are placed in pastoral groups and attached to a key adult, daily pastoral group activities always have many PSHE elements incorporated into them. (For EYFS Ages and Stages see Appendix 1)

Teaching PSHE to children with special needs

All pupils, regardless of their needs, must be part of PSHE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are more able or have learning difficulties. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

For more able children, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equality and Diversity

At Holme Slack Community Primary School, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010. Our PSHE curriculum is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics and our PSHE curriculum fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. It is respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging' in their primary years.

Healthy Schools Award

Holme Slack Community Primary School will be working towards the Healthy Schools Award; this supports and complements our PSHE Curriculum well. The areas included are; Sex Education, Drugs Education, Physical Activity and Emotional Health and Welfare.

PSHE and ICT

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an esafety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils' to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Resources

Each classroom has its own selection of PSHE resources and there are additional resources in the library and central resource areas. The school is a member of the PSHE Association, an excellent website which is endorsed by the DfE and includes curriculum guidance, lesson plans, resources, and CPD training. We also purchase resources that are quality assured by the PSHE Association and supplement their Programme of Study.

Establishing a safe learning environment

A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. Our teachers:

- work with pupils to establish ground rules about how they will behave towards each other in discussion

- provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- make boxes available in which pupils can place anonymous questions or concerns
- provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)
- be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law
- be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education into the whole-school approach to supporting pupil wellbeing
- make pupils aware of reliable sources of support both inside and outside the school

Impact

Assessment and recording

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Pupils have a specific PSHE book, where they record their work throughout the year as well as a whole class 'big book' for recording whole class activities and celebrating activities undertaken during theme weeks or days. Their work is marked in line with the school's marking policy and a baseline and endpoint will be identified to demonstrate individual pupil/student progress and to inform future planning.

Monitoring and review

The PSHE Subject Leader and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

The policy was originally written in the 2019/2020 academic year by the PSHE subject leader, after consultation with staff and parents and has been approved by the governors. It is up to date with current guidance from the Government and DfE and is reviewed on a regular basis.

Confidentiality

Confidentiality within the classroom is an important component of PSHE, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the head teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Consultation

We consult with parents, pupils and staff in the following ways:

Training sessions, newsletters and letters, school website, school council, parent forums, Class Dojo

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

Organising a meeting with the Head Teacher, Mrs Peck or Deputy Head Teacher, Mrs Selby.

Emailing the school via office@holmeslack.lancs.sch.uk.

Submitting written feedback via the school website on the PSHE page.

Date policy became effective:	September 2020		Review Date: March 2025	
Person(s) responsible for implementation & monitoring	Mrs Gemma Selby (Deputy Headteacher and PSHE Subject Leader)			
Links to other relevant policies	SMSC	Safeguarding	Online safety	Food & Drink
	Confidentiality	Anti-bullying	SEND inclusion	Equalities
	Visitor	Behaviour		

Appendix 1 – EYFS Ages and Stages

PSHE		
Three and Four-Year-Olds	Communication and Language	• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.

Three and Four-Year-Olds Continued	Physical Development	• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	• Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.
	Personal, Social and Emotional Development	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • 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
	Physical Development	• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
	Understanding the World	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Communication and Language	Listening, Attention and Understanding	• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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.
		Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society.

Appendix 2 – Statutory Health Education (from September 2020)

By the end of primary school:

Mental Wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.
Basic first aid	Pupils should know: • know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3 – Statutory Relationship Education (from September 2020)

By the end of primary:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful friendships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners.
	• the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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