



Hollinhey Primary School, Sutton

"Together we succeed"

Hollinhey's PSHE and Relationships, Sex and Health Education scheme of work

'PSHE 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.' (PSHE Association 2016)

The programme of study includes three core themes:

- Relationships
- Health
- Sex

RELATIONSHIPS EDUCATION			
Subcategory	Objective	Curriculum Coverage	Unit
Families and people who care for me	that families are important for children growing up because they can give love, security and stability	Y1 Christopher Winter	3
	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	Y1 Christopher Winter	3
	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	Kiva Difference is richness. Have thought about the positive characteristics in other people, and also in him/herself Y1 + 3 Christopher Winter	Unit 1:4 (Y3) 3

	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	Y3 Christopher Winter	3
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Y3 Christopher Winter	3
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All year groups Pants are private - Y4-6 additional use of NSPCC 'I saw your willy video' https://www.youtube.com/watch?v=9apL7yIbhrA NSPCC Speak Out Stay Safe Assembly and workshop Y3 Christopher Winter	Y3 CW 2 and 3
Caring friendships	pupils should know how important friendships are in making us feel happy and secure, and how people choose and make friends.	KIVA Examples of a friendly group Know how to join a group and how to help others be included Have thought about different emotions s/he may have have as a group member	UNIT 1: 3 (Y3)
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and	KIVA The positive characteristics there are in other people, and also in him/herself. <i>Understand the importance of respect in</i>	UNIT 1: 4 (Y3) UNIT 2: 1 (Y5)

	experiences and support with problems and difficulties.	<i>relationships and know what is respectful and what is disrespectful behaviour.</i>	
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	KIVA Know what a group is. Examples of a friendly group. Know how to join a group and how to help others feel included in the group. The ways and the importance of taking other people into consideration.	UNIT 1: 3,4 (Y3)
	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.	<u>KIVA</u> <u>Non-confrontational approach: builds awareness of this</u> Understand how bullying differs from accidentally inflicted harm and arguments or play teasing	<u>(Experiential learning through the targeted intervention)</u> UNIT 1: 5 (Y4)
	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.	KIVA How bullying differs from accidentally inflicted harm. <i>How bullying differs from accidentally inflicted harm.</i> <i>Understand that you don't always act according to your actual attitude (group pressure)</i>	UNIT 1: 5 UNIT 2:6 (Y4 & 6)

Respectful relationships	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.	KIVA Kiva rule 2: "difference is richness". <i>Understand the importance of respect in relationships and know what is respectful and what is disrespectful behaviour.</i>	UNIT 1: 4 UNIT 2:1 (Y3 & 5)
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	KIVA Know what assertiveness means and how being assertive can reduce bullying. Know ways of how to act in bullying situations. <i>Know what is respectful and what is disrespectful behaviour.</i>	UNIT 1: 8 UNIT 2:1 (Y4 & 5)
	the conventions of courtesy and manners.	School values EYFS - Making relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	
	the importance of self-respect and how this links to their own happiness.	KIVA <i>Understand the importance of respect in relationships and know what is respectful and what is disrespectful behaviour.</i>	UNIT 2:1 (Y5)

		<i>life even after many years.</i> <i>Know the roles in bullying behaviour.</i> <i>Have thought about his/her own behaviour in bullying situations.</i> Know what cyberbullying is. Ways to protect him/herself from online bullying. How to act if s/he becomes a target of hurtful conduct or gets bullied online	Online in addition to UNIT 2 Y5&6)
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	KIVA "difference is richness": KiVa rule 2	UNIT 1: 4 (Y3)
	the importance of permission-seeking and giving in relationships with friends, peers and adults.	<i>All year groups</i> <i>Pants are private - Y4-6</i> <i>additional use of NSPCC 'I saw your willy video'</i> https://www.youtube.com/watch?v=9apL7yIbhrA <i>NSPCC Speak Out Stay Safe Assembly and workshop</i> <i>Internet Safety Day</i> <i>ICT Curriculum - Online Safety Modules</i>	
Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not	KIVA <i>Know what cyber bullying is</i> <i>understand that hidden bullying is harmful-and forbidden</i>	Unit 2:4 (Y5)

	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	KIVA understand the importance of respect in relationships and know what is respectful and what is disrespectful behaviour. <i>Know what cyber bullying is</i> <i>understand that hidden bullying is harmful-and forbidden</i>	Unit 2:1 (Y5) Unit 2:4 (Y5)
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	KIVA Know what cyberbullying is. Ways to protect him/herself from online bullying. How to act if s/he becomes a target of hurtful conduct or gets bullied online EYFS	(Extra lesson: Responsibly Online in addition to UNIT 2 Y5 & 6)
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	<i>Internet Safety Day</i> <i>ICT Curriculum - Online Safety Modules</i>	
	how information and data is shared and used online	<i>Internet Safety Day</i> <i>ICT Curriculum - Online Safety Modules</i> EYFS	
Being safe	Pupils should know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	KIVA <i>Understand that everyone has the right to a safe learning environment.</i>	UNIT 2:1 (Y5)

		<i>EYFS - can talk about ways to keep healthy and safe</i>	
	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	<p><i>All year groups Pants are private - Y4-6 additional use of NSPCC 'I saw your willy video' https://www.youtube.com/watch?v=9apL7yIbhrA NSPCC Speak Out Stay Safe Assembly and workshop</i></p> <p><i>Internet Safety Day ICT Curriculum - Online Safety Modules</i></p>	
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact	<p><i>All year groups Pants are private - Y4-6 additional use of NSPCC 'I saw your willy video' https://www.youtube.com/watch?v=9apL7yIbhrA NSPCC Speak Out Stay Safe Assembly and workshop</i></p>	
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	<i>KS1 Stranger Danger</i>	
	how to recognise and report feelings of being unsafe or feeling bad about any adult	<i>KS1 Stranger Danger</i>	

	how to ask for advice or help for themselves or others, and to keep trying until they are heard,	<i>KIVA</i> <i>Know who to tell about bullying and how it is tackled in school.</i>	<i>Unit 2:3</i> <i>(Y5)</i>
	how to report concerns of abuse, and the vocabulary and confidence to do so	<i>KIVA</i> <i>Know what s/he could do if s/he gets bullied.</i> <i>Know what not do do if s/he gets bullied</i> <i>Know what assertiveness is Know that it may be difficult to tell anyone about bullying</i>	<i>Unit 2:8</i> <i>(Y6)</i>
	where to get advice e.g. family, school and/or other sources.	<i>KIVA</i> <i>Know who to tell about bullying and how it is tackled in school.</i>	<i>Unit 2:3</i> <i>(Y5)</i>

HEALTH AND MENTAL WELLBEING			
Internet safety and harms	that for most people the internet is an integral part of life and has many benefits	<i>Internet Safety Day ICT Curriculum - Online Safety Modules</i>	
	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	<i>KS2</i>	
	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	<i>KIVA Know what cyberbullying is. Understand that hidden bullying is also harmful - and forbidden. Know ways to protect him/herself from online bullying.</i>	<i>UNIT 2:4 (Y5)</i>
	why social media, some computer games and online gaming, for example, are age restricted	<i>Internet Safety Day ICT Curriculum - Online Safety Modules</i>	
	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.	<i>KIVA Know what cyberbullying is. Understand that hidden bullying is also harmful - and forbidden. Know ways to protect him/herself from online bullying. Know what cyberbullying is.</i>	<i>UNIT 2:4 (Y5) (Extra lesson: Responsibly</i>

		<p>Ways to protect him/herself from online bullying. How to act if s/he becomes a target of hurtful conduct or gets bullied online</p>	<p><i>Online in addition to UNIT 2 Y5 & 6)</i></p>
	<p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p>	<p><i>Internet Safety Day ICT Curriculum - Online Safety Modules</i></p>	
	<p>where and how to report concerns and where to get support online</p>	<p><i>Internet Safety Day ICT Curriculum - Online Safety Modules</i> <i>EYFS</i></p>	

Mental wellbeing	Mental wellbeing is a normal part of daily life, in the same way as physical health	Y4-6 Mindfulness	
	Pupils should know: 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.	<p>KIVA</p> <p>Know what is meant by emotions. Have thought about the kinds of emotions and the different situations in which we experience them. Understand the difference between emotions and actions. Different emotions s/he may have as a group member.</p> <p>EYFS</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviours accordingly</p>	UNIT 1: 2, 3 (Y3)
	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.	<p>KIVA</p> <p>Know what is meant by emotions. Have thought about the kinds of emotions and the different situations in which we experience them.</p>	UNIT 1: 2 (Y3)

	<p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>Y4-6 Mindfulness</p> <p>EYFS - Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focussed 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.</p>	
	<p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>Assemblies, Fit 4 15, Sports Week, Ambassador roles, charity fund raising</p>	
	<p>simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>Y4-6 Mindfulness</p>	

	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	<p>KIVA</p> <p>understand identified ways to support the victims of bullying.</p> <p>Understand that even the smallest gesture/ actions can make the victim feel better.</p> <p><i>Know what a group is and examples of a friendly group.</i></p> <p><i>Know how to join a group and how to help others feel included.</i></p> <p><i>Identify ways to support the victim.</i></p>	<p>UNIT 1:7 (Y4)</p> <p>Unit 2: 2, 7 (Y5 & 6)</p>
	<i>Be confident to try new activities and show resilience and perseverance in the face of challenge</i>	EYFS	

	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).	<i>KIVA</i> <i>Know what s/he could do if s/he gets bullied.</i> <i>Know what happens in his/her school if a teacher finds out that someone is being bullied.</i>	UNIT 2:8, (Y6)
	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	Y4-6 Mindfulness	
Physical health and fitness	The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.	Assemblies, Fit 4 15, Sports Week	
	The risks associated with an inactive lifestyle, including obesity.	Y4 and 6 Science	
	How and when to seek support, including which adults to speak to in school if they are worried about their health.	School Values	
Healthy eating	What constitutes a healthy diet, including an understanding of calories and other nutritional content.	Year 3 Science EYFS - Understanding the importance of healthy food choices.	

	The principles of planning and preparing a range of healthy meals.	Year 3 Science	
	The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health. Drugs alcohol and tobacco	Year 4 and 6 Science PHSE Association Drugs and alcohol education Years 3 & 4	
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	PHSE Association Drugs and alcohol education Year 5 & 6	
Health and prevention	How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.	Year 6 Science	
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Slip, slap, slop - whole school assembly	
	The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.	KS1 School Nurse Visit	
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Year 4 Science	
	About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.	Hand washing all classes - taught at least termly as part of covid measures. KS1 School Nurse Visit	

		<p>PHSE Association Drugs and alcohol education Y5 - treatment of viruses</p> <p>EYFS - Manage their own basic hygiene and personal needs including dressing, going to the toilet</p>	
	The facts and science relating to immunisation and vaccination.	KS1 School Nurse Visit	
Basic First Aid	How to make a clear and efficient call to emergency services if necessary.	KS1 PCSO	
	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Y5 First Aid Training	
Changing adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Year 4 and 5 Christopher Winter	
	About menstrual wellbeing and key facts relating to the menstrual cycle.	Year 4 and 5 Christopher Winter	

SEX EDUCATION – Christopher Winter			
Growing and Caring	Lesson 1: Keeping Clean Lesson 2: Growing and changing Lesson 3: Families and Care	Year 1	
Differences	Lesson1: Differences Boys and Girls Lesson2: Differences Male and Female Lesson 3: Naming body parts	Year 2	
Valuing Difference and Keeping Safe	Lesson1: Differences Male and Female Lesson 2: Personal Space Lesson 3: Family Differences	Year 3	
Growing up	Lesson 1: Growing and changing Lesson2: What is puberty? Lesson 3: Puberty changes and reproduction	Year 4	
Puberty	Lesson 1: Talking about puberty Lesson 2: Male and female changes Lesson 3: Puberty and hygiene	Year 5	
Puberty, relationships and reproduction	Lesson1: Puberty and reproduction Lesson2: Understanding relationships Lesson 3: Conception and pregnancy Lesson 4: Communication in relationships	Year 6	

PHSE Association - Drugs and Alcohol Education

Year 1 Year 1 & 2 Curriculum	Lesson 1 - Keeping things safe that go into bodies		
Year 2 Year 1 & 2 Curriculum	Lesson 2 - Keeping Healthy: medicines	Lesson 3 - Keeping safe: Medicines and household products	
Year 3 Year 3 & 4 Curriculum	Lesson 1 - Safety rules and risk: medicines and household products		
Year 4 Year 3 & 4 Curriculum	Introductory year only - Lesson 1 - Safety rules and risk: medicines and household products	Lesson 2 - Safety rules and risks: alcohol and smoking	
Year 5 Year 5 & 6 Curriculum	Lesson 1: managing risks medicines	Lesson 2: Managing risk: legal and illegal drug use	
Year 6 Year 5 & 6 Curriculum	Introductory year only - Lesson 1: managing risks medicines	Introductory year only - Lesson 2: Managing risk: legal and illegal drug use	Lesson 3: managing risk: influences and pressure Lesson 4: Managing risk: drugs and alcohol in the media.

KIVA Coverage Overview

Year 3 (Unit 1)	Year 4 (Unit 1)	Year 5 (Unit 2)	Year 6 (Unit 2)
1. Let's get to know each other!	5. We say NO to bullying	1. Respect is for everyone	5. Responsible online
2. Emotions	6. We will not join in on bullying	2. In a group	6. Consequences of bullying
3. Our class - everyone is included!	7. The bullied child needs your help	3. Recognise bullying	7. The group and bullying
4. Difference is richness	8. I will not be bullied	4. Hidden forms of bullying	8. Communicating support