

## Trafalgar Junior School's PSHE overview, including Relationships and Health Education

We use the PSHE Association's scheme, Programme Builders, to deliver our PSHE curriculum. PSHE content for year 3 is statutory as laid out in the Relationships and Health Education for primary schools.

Year 3		
Relationships	Living in the wider world	Health and wellbeing
<ul style="list-style-type: none"> <li>• To understand what makes a family and to know what the features of a family life are.</li> <li>• To understand personal boundaries and relate this to being able to safely respond to others.</li> <li>• To understand the impact of hurtful behaviour.</li> <li>• To be able to recognise respectful behaviour.</li> <li>• To know how to be courteous and polite.</li> <li>• To know the value and importance of self-respect.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the value of rules and laws.</li> <li>• To know about rights, freedom and responsibilities.</li> <li>• To know how the internet is used and understand how to assess information online.</li> <li>• To understand that different jobs require different skills.</li> <li>• To understand job stereotypes.</li> <li>• To be able to set their own personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to make good choices about health and their habits.</li> <li>• To know what affects theirs and others' feelings and know how to express them.</li> <li>• To identify their own strengths and achievements.</li> <li>• To understand risks and hazards.</li> <li>• To understand safety in their local environment and also in unfamiliar places.</li> </ul>
Assessment of knowledge and skills		
<ul style="list-style-type: none"> <li>• Can they recognise different family types?</li> <li>• Can they explain what to do if someone is making them or someone else upset or worried?</li> <li>• Can they describe what information is appropriate to share with different people?</li> <li>• Can they describe how to keep themselves safe online?</li> <li>• Can they explain how to be respectful towards others?</li> <li>• Can they explain and describe the importance of rules and laws in wider society?</li> <li>• Can they recognise and challenge gender stereotypes?</li> <li>• Can they identify how their achievements and skills can be linked to future jobs?</li> <li>• Can they explain what good choices can be made about their health and habits?</li> <li>• Can they explain how to be safe in their local environment and how to identify risks in unfamiliar areas?</li> </ul>		
Key vocabulary		
relationship, single parent, same sex parents, step-parents, blended families, foster, adoptive, privacy, personal boundaries, gender, stereotypes, body part, penis, testicles, vagina, vulva		

## Trafalgar Junior School's PSHE overview, including Relationships and Health Education

We use the PSHE Association's scheme, Programme Builders, to deliver our PSHE curriculum. PSHE content for year 4 is statutory as laid out in the Relationships and Health Education for primary schools, including puberty.

Year 4		
Relationships	Living in the wider world	Health and wellbeing
<ul style="list-style-type: none"> <li>To understand what a positive friendship is including online friendships.</li> <li>To know how to respond to hurtful behaviour.</li> <li>To manage confidentiality including risks posed online.</li> <li>To be able to respect differences and similarities but also know how to discuss differences sensitively.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what makes a community.</li> <li>To understand what a shared responsibility is.</li> <li>To know and understand how data is used and shared.</li> <li>To be able to make sensible decisions about money.</li> <li>To know how to use money safely and keep it safe.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to maintain a balanced lifestyle including oral and dental hygiene.</li> <li>To know and understand what the physical and emotional changes of puberty are.</li> <li>To know which are the external genitalia and name them correctly.</li> <li>To know what their personal hygiene routines are.</li> <li>To know about medicines and household products including drugs common to everyday life.</li> </ul>
Assessment of knowledge and skills		
<ul style="list-style-type: none"> <li>Can they identify a positive friendship including ones online?</li> <li>Can they define confidentiality and explain when this may be required?</li> <li>Can they discuss matters sensitively?</li> <li>Can they describe how data might be used and or shared?</li> <li>To describe how to make good choices about money in a scenario given?</li> <li>Can they describe and maintain a balanced lifestyle and describe their own hygiene routines?</li> <li>Are they aware of puberty?</li> <li>Can they recognise the emotional and physical changes of puberty?</li> <li>Can they explain how to obtain information, help and advice about puberty?</li> <li>Can they understand how the body changes throughout life?</li> <li>Can they describe and explain how to keep safe around medicines and everyday common drugs?</li> </ul>		
Key vocabulary		
positive, relationship, confidentiality, sensitive, community, data, balanced, puberty, male, female, penis, testicles, vagina, vulva, medicine, drug		

## Trafalgar Junior School's PSHE overview, including Relationships and Health Education

We use the PSHE Association's scheme, Programme Builders, to deliver our PSHE curriculum. PSHE content for year 5 is statutory as laid out in the Relationships and Health Education for primary schools, including puberty. All science content is statutory and in year 5 includes the life process of human reproduction.

Year 5		
Relationships	Living in the wider world	Health and wellbeing
<ul style="list-style-type: none"> <li>To be able to manage their own friendships and understand peer influence.</li> <li>To understand which physical contact is acceptable and what they feel comfortable with.</li> <li>To be able to respond respectfully to a wide range of people.</li> <li>To recognise prejudice and discrimination.</li> <li>*To describe the life process of human reproduction (part of statutory science curriculum).</li> </ul>	<ul style="list-style-type: none"> <li>To know how to protect the environment.</li> <li>To be able to show compassion for others.</li> <li>To know and understand how information online is targeted.</li> <li>To understand the roles and impact of different media types.</li> <li>To identify their job interests and aspirations.</li> <li>To understand what has influenced their career choice and explore workplace stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>To develop and understand healthy sleep habits.</li> <li>To understand the safety aspects around; the sun, medicines, vaccinations, immunisations and allergies.</li> <li>To recognise their own personal identity, individuality and their qualities.</li> <li>To understand their mental well-being.</li> <li>To keep safe in different situations including; responding to emergencies and first aid.</li> <li>To know and understand what the physical and emotional changes of puberty are.</li> <li>*To describe the changes as humans develop to old age (part of statutory science curriculum).</li> <li>At the beginning of each year the girls will be given a talk to help with the practical aspects of about menstruation and menstrual products.</li> </ul>
Assessment of knowledge and skills		
<ul style="list-style-type: none"> <li>Can they identify strategies to manage peer influence and the need for peer approval?</li> <li>Can they recognise when a friendship makes them feel uncomfortable, worried or safe and when to seek support?</li> <li>Can they identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations?</li> <li>Can they explain that it is never their fault if they have experienced unacceptable touch?</li> <li>Can they ask for, give and not give permission for physical contact?</li> <li>Can they recognise and safely challenge discrimination?</li> <li>Can they show compassion for others, the environment and animals living there?</li> <li>Can they describe how the media can influence our job choices?</li> <li>Can they explain that someone's gender identity does not always correspond with their biological sex?</li> <li>Are they aware of puberty?</li> <li>Can they recognise the emotional and physical changes of puberty?</li> <li>Can they understand how humans reproduce?* (part of statutory science curriculum)</li> <li>Can they understand how the human body changes throughout life?* (part of statutory science curriculum)</li> </ul>		
Key vocabulary		
friendship, peer influence, prejudice, discrimination, compassion, aspiration, stereotypes, male, female, puberty, penis, testicles, vagina, vulva, sex, gender, individuality, emergency		

## Trafalgar Junior School's PSHE overview, including Relationships, Relationships and Sex (RSE) and Health Education

We use the PSHE Association's scheme, Programme Builders, to deliver our PSHE curriculum. Most PSHE content is statutory as laid out in the Relationships and Health Education for primary schools, including puberty. Sex education at primary is not statutory and parents have the write to withdraw children from these lessons, but we strongly advise against this as it is better the children receive clear, relevant and accurate information from a trusted adult, rather than misinformation from unendorsed sources. *Any non-statutory RSE is in green italics.*

Year 6		
Relationships	Living in the wider world	Health and wellbeing
<ul style="list-style-type: none"> <li>To understand what attracts them to others.</li> <li>To understand romantic relationships, civil partnership and marriage.</li> <li>To be able to recognise and manage pressure.</li> <li>To understand consent in different situations.</li> <li>To be able to express their opinions and respect that of others.</li> <li>To be able to discuss topical issues respectfully.</li> <li><i>To understand what sexual intercourse is and how a baby is conceived and born, linked to statutory human life cycle content taught in year 5 science.</i></li> <li><i>To understand what pregnancy is and how it can be prevented.</i></li> </ul>	<ul style="list-style-type: none"> <li>To value diversity.</li> <li>To safely challenge discrimination and stereotypes.</li> <li>To be able to evaluate media sources and share things online safely.</li> <li>To understand influences and attitudes towards money.</li> <li>To have knowledge of money and financial risks.</li> </ul>	<ul style="list-style-type: none"> <li>To know what can affect mental health and how to take care of it.</li> <li>To know ways to manage change, loss and bereavement.</li> <li>To keep their personal information safe.</li> <li>To understand how to regulate themselves and make good choices, including managing online time.</li> <li>To understand how drug use relates to law and media.</li> <li>To know and understand what the physical and emotional changes of puberty are.</li> <li>To understand how to keep safe in different situations, and that everyone has rights over their own bodies, including consent, female genital mutilation, and sharing things online</li> </ul>
Assessment of knowledge and skills		
<ul style="list-style-type: none"> <li>Can they explain what it means to be attracted to someone and know the different kinds of loving relationships, including a variety of couples?</li> <li>Can they explain the qualities of a healthy relationship including knowing ways that couples show their love and commitment to each other?</li> <li>Can they explain shared responsibility where pressure is put on someone to do something?</li> <li>Can they explain how to respond to pressure from others and how to manage it? Can they explain where to get support?</li> <li>Can they explain how to constructively challenge points of view they disagree with?</li> <li>Can they identify prejudice and discrimination and explain how to challenge this in a safe way?</li> <li>Can they explain the benefits of social media and also the risks and challenges of using social media?</li> <li>Can they explain how having or not having money can impact on someone's emotions? Can they also explain how money can be gained and lost?</li> <li>Can they identify what might have a negative impact on their mental health and how they might deal with that; also know what can be positive for their mental health?</li> <li>Can they recognise the emotional and physical changes of puberty?</li> <li><i>Can they understand what sexual intercourse is, how pregnancy occurs and how pregnancy can be prevented? Can they understand how a baby is born?</i></li> <li>Can they explain that everyone has rights over their own bodies? Can they understand how to keep safe in different situations: consent, FGM and sharing things online?</li> <li>Can they explain and understand why people choose to use drugs, the law surrounding this and the impact it may have on someone's life?</li> <li>Can they explain how the media might impact or influence someone to make good or bad choices?</li> </ul>		
Key vocabulary		
attraction, marriage, pressure, diversity, discrimination, stereotype, influence, bereavement, human reproduction, puberty, birth, penis, testicles, vagina, vulva, womb, egg, sperm, fertilisation, consent, FGM (female genital mutilation), sexting		