

Willington Primary School			
Personal, Social, Health and Economic Education, and Relationships Education (including Relationships and Sex Education) Overview (Last updated 22.6.21)			
<p>We adopt a Thematic Approach to our PSHE and Relationships Education. There are three core themes: Relationships, Health and Wellbeing, and Living in the Wider World. The sequencing of units builds in developmental progression (a ‘spiral programme’) and themes are revisited year on year, building on and extending prior learning. There is also flexibility to meet current issues globally, for the local area and for individual pupils.</p> <p>Our Overview is devised from a very good knowledge of the wide range of needs of our children and their families, as well as the use of local area data, e.g. Public Health England’s Child and Maternal Health (CHIMAT) and Durham LA Joint Strategic Needs Assessment data.</p> <p>PSHE and Relationships Education has very close links to other areas of the curriculum: Computing and Online Safety, PE, Science, DT and RE (see the separate cross-curricular mapping document). Online Safety is taught specifically as part of the Computing curriculum.</p> <p>We use a wide range of resources and have also registered with the PSHE/RSE Kapow scheme of work. We use resources from Kapow that fit into our scheme of work – these units have been highlighted under the objective breakdowns for each year group.</p>			
EYFS	<p>Key Objectives: Personal, social and emotional development. This involves helping children to:</p> <ul style="list-style-type: none">• develop a positive sense of themselves and others• form positive relationships and develop respect for others• develop social skills and learn how to manage their feelings• understand appropriate behaviour in groups• have confidence in their own abilities <p>ELG 06 Self-confidence and self-awareness:</p> <ul style="list-style-type: none">• Children are confident about trying new activities, and say why they like some activities more than others• They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities• They say when they do or do not need help <p>ELG 07 Managing feelings and behaviour:</p> <ul style="list-style-type: none">• Children talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable• They work as part of a group or class, and understand and follow the rules• They adjust their behaviour to different situations, and take changes of routine in their stride <p>ELG 08 Making relationships:</p> <ul style="list-style-type: none">• 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 <p>Understanding the World This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p> <p>ELG 13 People and communities:</p> <ul style="list-style-type: none">• Children talk about past and present events in their own lives and in the lives of family members• They know that other children do not always enjoy the same things, and are sensitive to this• They know about similarities and differences between themselves and others, and among families, communities and traditions <p>Physical development This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</p> <p>ELG 05 Health and self-care:</p> <ul style="list-style-type: none">• Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe• They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently		
Year	Autumn - Relationships	Spring – Health and Wellbeing	Summer – Living in the Wider World
1	RSE framework links: Pupils should know	RSE framework links:	<i>PSHE Association SOW Links:</i>

	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. how important friendships are in making us feel happy and secure, and how people choose and make friends. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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 (re-visited in KS2 in more detail). 	<ul style="list-style-type: none"> 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. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. that mental wellbeing is a normal part of daily life, in the same way as physical health. 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. that mental wellbeing is a normal part of daily life, in the same way as physical health. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. where and how to seek support <p>PSHE Association SOW Links: <i>H14 - how to recognise what others might be feeling.</i> <i>H16 – to recognise that not everyone feels the same at the same time, or feels the same about the same things.</i> <i>H17 – about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</i></p>	<p><i>L1 - about what rules are, why they are needed, and why different rules are needed for different situations.</i> <i>L2 – how people and other living things have different needs; about the responsibilities and caring for them.</i></p> <p><i>Global Research Project – Save the Bees</i> <i>L3 – about things they can do to look after the environment.</i></p>
Kapow	Families and Relationships	Health and Wellbeing Safety and the Changing Body	Citizenship
2	<p>PSHE Association SOW Links: <i>R8 – simple strategies to resolve arguments between friends positively</i> <i>R9 – how to ask for help if a friendship is making them feel unhappy</i> <i>R13 – to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</i> <i>R15 – how to respond safely to adults they do not know</i> <i>R16 – about how to respond if physical contact makes them feel uncomfortable or unsafe</i> <i>R17 – about knowing that there are situations when they should ask for permission and when their permission should be sought</i> <i>R18 – about the importance of not keeping adults’ secrets (only happy surprises that people will find out about eventually)</i> <i>R19 – basic techniques for resisting pressure</i> <i>H25 – to name the main parts of the body including external genitalia (e.g.vulva, vagina, penis, testicles)</i></p> <p><i>R20 – what to do if they feel unsafe or worried for themselves and others; who to ask for help and vocabulary to use; importance of keeping trying until they are heard</i></p>	<p>PSHE Association SOW Links: <i>H20 – about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</i> <i>H21 – to recognise what makes them special.</i> <i>H22 – to recognise that we are all unique.</i> <i>H23 – to identify what we are good at, what they like and dislike.</i> <i>H24 – how to manage when they find things difficult.</i> <i>H29 – about rules and age restrictions which keep us safe.</i> <i>H29 – to recognise risk in everyday situations and what action to take to minimise harm.</i> <i>H30 – about how to keep safe at home and fire safety.</i> <i>H31 – that household products – including medicines - can be harmful if not used correctly.</i> <i>H33 – ways to keep safe in unfamiliar environments e.g. beach, shopping centre and how to cross the road safely.</i> <i>H34 – about whose job it is to keep us safe.</i> <i>H35 – what to do if there is an accident and someone is hurt.</i> <i>H36 – how to get help in an emergency, how to call 999 and what to say.</i></p>	<p>PSHE Association SOW Links: <i>L14 – that everyone has different strengths.</i> <i>L15 – that jobs help people to earn money to pay for things.</i> <i>L16 – different jobs that people they know or people who work in the community do</i> <i>L17 – about some of the strengths and interests someone might need to do different jobs</i> <i>H30 – to identify internal and external genitalia and internal reproductive organs in males and females.</i></p> <p><i>Global Research Project – Endangered Species (Orangutan)</i> <i>L3 – about things they can do to look after the environment.</i></p>
Kapow	Families and Relationships Safety and the Changing Body	Safety and the Changing Body Health and Wellbeing	Citizenship Economic Wellebing
Year	Autumn	Spring	Summer
3	<p>RSE framework links Pupils should know:</p> <ul style="list-style-type: none"> 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. 	<p>RSE framework links:</p> <ul style="list-style-type: none"> 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. 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 	<p>PSHE Association SOW Links: <i>L25 – to recognise positive things about themselves and their achievements; goals to help achieve personal outcomes.</i> <i>L26 – that there is a broad range of jobs/careers that people can do/that people can have/that people often have more than one career/one type of job during their life</i></p>

	<ul style="list-style-type: none"> 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. the conventions of courtesy and manners. practical steps they can take in a range of different contexts to improve or support respectful relationships. 	about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).	<i>L27 – about stereotypes in the workplace and that a person’s career aspirations should not be limited by them.</i> <i>L31 – to identify the kind of job they might like to do when they are older.</i> <i>Global Research Project – Endangered Species</i> <i>L3 – about things they can do to look after the environment.</i>
Kapow	Families and Relationships	Health and Wellbeing	Economic Wellbeing
4	RSE framework links: <ul style="list-style-type: none"> 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. 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. 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. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	RSE framework links: Pupils should know <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 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>PSHE Association SOW Links:</i> <i>H23 – about change and loss, including death, and how these can affect feelings and ways of expressing and managing grief and bereavement.</i>	Through the career’s fair: <i>PSHE Association SOW Links:</i> <i>L28 – about what might influence people’s decisions about a job or career</i> <i>L29 – that some jobs are paid more than others and money is one factor which can influence a person’s job or career choice; that people may choose to do volunteer work which is unpaid.</i> <i>L30 – about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</i> <i>L32 – to recognise a variety of routes into careers (colleges, apprenticeships, universities)</i>
			<i>PSHE Association SOW Links:</i> <i>H30 – to identify internal and external genitalia and internal reproductive organs in males and females.</i> <i>H31 – about physical and emotional changes that happen during puberty.</i> <i>H32 – about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</i> <i>H34 – about where to get more information, help and advice about growing and changing, especially about puberty.</i> <i>H35 – about the new opportunities and responsibilities that increasing independence may bring.</i> <i>Global Research Project – Plastic Pollution</i> <i>L3 – about things they can do to look after the environment.</i>
Kapow	Families and Relationships	Health and Wellbeing	Economic Wellbeing Safety and the Changing Body
Year	Autumn	Spring	Summer

5	RSE framework links: <ul style="list-style-type: none">that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.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.what a stereotype is, and how stereotypes can be unfair, negative or destructive.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. <p><i>R1 – to recognise that there are different types of relationships e.g. friendships, family relationships, romantic relationships, online relationships).</i> <i>R2 – that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</i> <i>R4 – that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about themselves and others.</i></p>	RSE framework links: Pupils should know <ul style="list-style-type: none">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.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. <p>PSHE Association SOW Links: <i>H26 – that for some people gender identity does not correspond with their biological sex.</i> <i>H27 – how to recognise their individually and personal qualities.</i> <i>H28 – how to manage setbacks/perceived failures, including how to resolve unhelpful thinking.</i></p>	Through the career’s fair: PSHE Association SOW Links: <i>L28 – about what might influence people’s decisions about a job or career</i> <i>L29 – that some jobs are paid more than others and money is one factor which can influence a person’s job or career choice; that people may choose to do volunteer work which is unpaid.</i> <i>L30 – about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</i> <i>L32 – to recognise a variety of routes into careers (colleges, apprenticeships, universities)</i>
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Kapow	Families and Relationships	Health and Wellbeing	Economic Wellbeing Safety and the Changing Body
6	RSE framework links: <ul style="list-style-type: none">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 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. <p><i>R27 – about keeping something confidential or secret, when this should or should not be agreed to, when it is right to break confidence and share a secret. (e.g.a birthday surprise that others will find out about).</i> <i>R34 – how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.</i></p>	PSHE Association SOW Links: <i>H47 – to understand that there are laws surrounding the use of legal drugs, and that some drugs are illegal to own and to give to others.</i> <i>H48 – about why people choose to use or not to use drugs (including nicotine, alcohol and medicines).</i> <i>H49 – about the mixed messages in the media about drugs, including alcohol and smoking/vaping (looking at advertisements)</i> <i>H50 – about the organisations that can support people concerning alcohol, that nicotine or other drug use; people they can talk to if they have concerns.</i>	Through the career’s fair: PSHE Association SOW Links: <i>L28 – about what might influence people’s decisions about a job or career</i> <i>L29 – that some jobs are paid more than others and money is one factor which can influence a person’s job or career choice; that people may choose to do volunteer work which is unpaid.</i> <i>L30 – about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</i> <i>L32 – to recognise a variety of routes into careers (colleges, apprenticeships, universities)</i>
		<p><i>Looking at advertising and how it is used to make us buy into an idea.</i></p>	PSHE Association SOW Links: <i>H30 – to identify internal and external genitalia and internal reproductive organs in males and females.</i> <i>H31 – about physical and emotional changes that happen during puberty.</i> <i>H32 – about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</i> <i>H34 – about where to get more information, help and advice about growing and changing, especially about puberty.</i> <i>H35 – about the new opportunities and responsibilities that increasing independence may bring.</i>
Kapow	Families and Relationships	Health and Wellbeing	Economic Wellbeing Safety and the Changing Body