

Personal Social and Health Education (PSHE) and Relationships and Sex Education (RSE)

At St Aidan's, we believe that PSHE and RSE helps to give pupils the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to achieve their academic potential, stay healthy and safe and prepare them for life and work in modern Britain.

Since September 2020, all primary schools in England have been required to teach Relationships Education. All secondary schools in England are required to teach Relationships and Sex Education, and all schools in England are required to teach Health Education.

At primary level all schools are required to teach about different types of committed stable relationships, which includes LGBTQ+ relationships.

Parents will not have the right to withdraw their children from Relationships Education. Parents can request to withdraw their children from Sex Education during primary school.



EYFS

The EYFS Framework is split into areas rather than subjects; the Early Learning Goals most relevant to PSHE are as follows:

ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 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.

ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.

ELG: BUILDING RELATIONSHIPS Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs.

Please see the EYFS Curriculum Map for the Early Years Curriculum.

Curriculum Map - KS1 & KS2

	Autumn term	Spring term	Summer term
	Being Me in My World. Celebrating Difference	Healthy Me. Dreams and Goals	Relationships. Changing Me
Year 1	The characteristics of friendships and the importance of respecting others.	How to recognise and talk about emotions including where and how to seek support.	Identify the parts of the body that make boys different to girls.
Year 2	Understand that there is a scale of emotions that all humans experience in relation to different experiences and situations.	Know that mental wellbeing is a normal part of daily life, in the same way as physical health.	Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.
Year 3	Expressing the importance of respecting others, including respecting differences.	The conventions of courtesy and manners and the importance of self respect and how this links to their own happiness.	Identify how boys' and girls' bodies change on the outside during this growing up process.
Year 4	How to recognise who to trust and how to judge when a friendship is making them feel uncomfortable.	Identify practical steps they can take in a range of different contexts to support respectful relationships.	Correctly label the internal and external parts of male and female bodies that are necessary for making a

			baby.
Year 5	Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired.	Identify what a stereotype is, and how stereotypes can be unfair, negative or destructive.	Explain how a body changes during puberty and understand the importance of looking after themselves physically and emotionally.
Year 6	Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when they are anonymous.	Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. Identifying mental health awareness and knowing when and how to seek support when they need it.	Express how they feel about the changes that will happen to them during puberty. Ask the questions they need answered about changes during puberty and reflect on the answers.