



'Learning for a fuller life...'

TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW		<i>PSHE/RSHE (Life skills)</i>
<u>INTENT</u>		
<p>Through our PSHE/RSHE curriculum (Life Skills) we aim to help our children to: know and understand what constitutes a healthy lifestyle; be aware of safety issues; understand what makes for healthy relationships with others; have respect for others regardless of race, gender, sexual orientation and mental and physical disability; be independent and responsible members of the school community; play an active part in decision making; develop self-confidence and self-esteem and make informed choices regarding personal and social issues; develop good relationships with other members of the school and the wider community; be positive and active members of a democratic society and engage with the fundamental values of British democracy.</p> <p>In order for the school to meet the 2020 Government RSE guidance and The Equalities Act, 2010, some elements of the RSE and Health curriculum are a statutory requirement to teach. RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and health in an age and stage appropriate manner. The statutory elements of the RSE and Health Education curriculum are listed below.</p>		
	<u>SKILLS</u>	<u>KNOWLEDGE</u>
YEAR 3	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● Make simple choices about some aspects of their health and well-being ● Recognise the effect of their behaviour on other people, and can cooperate with others ● Demonstrate respect for themselves and others and they understand the importance of responsible behaviours and actions. 	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> ● How their body may change as they grow and develop. ● The attributes of positive, healthy relationships. ● Challenging gender stereotypes. ● The right to protect their body from unwanted touch. ● The differences between secrets and surprises, knowing when it is right to break confidence and share a secret. ● Safe and unsafe exposure to the sun ● What constitutes a healthy diet
<i>Enrichment:</i>		<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● <i>high self-esteem, personal strengths, uniqueness, hygienic, healthy relationships, gender stereotypes,</i>

<p>YEAR 4</p>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● Explain a variety of ways of how to keep healthy ● Identify different types of relationship (for example marriage or friendships), and show ways to maintain good relationships ● Explain how their actions have consequences for themselves and others. ● Understand that 'family' can mean different things to different people. 	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> ● Recognising a wide range of emotions. Responding to their own, and other people's emotions. ● Anticipate body changes, understanding that some are related to puberty. ● Acceptable and unacceptable physical behaviours and how to respond. ● Dental hygiene and the benefits of good oral hygiene ● The characteristics of a poor diet and risks associated ● That differences and similarities between people arise from a number of factors including family types and personal identity. ● Knowing when to ask for help to manage a situation, and how skills to ask for help.
<p><i>Enrichment:</i></p>		<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● <i>foetus, puberty, breasts, nipples,</i>
<p>YEAR 5</p>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● Make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). ● Discuss some of the bodily and emotional changes at puberty ● Respond to, or challenge, negative behaviours such as stereotyping ● Demonstrate respect and tolerance towards people different from themselves ● Identify and explain how to manage the risks in different familiar situations ● Identify some factors that affect emotional health and well-being 	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> ● How emotions may change as they approach, and move through puberty. ● Anticipate how their body may change as they approach, and move through puberty. ● Healthy relationships, including the skills to manage and maintain healthy relationships. ● Correct terms to describe gender and sexual orientation, including the unacceptability of homophobic and transphobic bullying. ● Strategies for keeping safe online; knowing personal information can be shared easily. ● How to manage accidental exposure to upsetting online material, including who to talk to about this. ● How to make a clear and efficient call to emergency services ● The concepts of basic first-aid
<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● <i>CPR training</i> 		<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● <i>Puberty, depression, mood swings, self-esteem, hormones, anxiety, fatigue, penis, vulva, vagina, cervix, ovaries, clitoris, testicles, fallopian tubes, periods, menstruation, gender, sex, intersex, transgender, gay, lesbian</i>

<p>YEAR 6</p>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● Respect equality and to be a productive member of a diverse community. ● Recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways. ● Identify positive ways to face new challenges (for example the transition to secondary school, self-image, media etc.). ● List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these ● Understand bodily and emotional changes at puberty ● Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. 	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> ● Images in the media, including online do not always reflect reality, and can affect how people feel about themselves. ● That sexual intercourse leads to reproduction. The scientific terms to describe the male and female sexual organs. ● The nature and consequences of discrimination, including the use of prejudice based language. ● The facts about legal/illegal harmful substance and associated risks. ● Knowing when, who and how to ask for help independently or with support.
<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● <i>Crucial Crew Norfolk workshop</i> ● <i>Matthew Project assembly</i> 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● <i>As above, sexual intercourse, conception, body image,</i> 	
<p><u><i>Support for SEN/disadvantaged children:</i></u></p> <p><i>It is important to ensure PSHE/RSE lessons do not rely on literacy-based tasks, contain a range of teaching strategies and are appropriately paced to ensure pupils have the opportunity to absorb and process information, foster values and skills. Smaller group work might be used for pupils with SEN, where the activities may need additional explanation, a slower pace or more concrete teaching approaches. On occasions, sensitive materials might be sent home for parents to view first or to use with their child.</i></p>	<p><u><i>Additional opportunities for more-able children:</i></u></p> <p><i>Opportunities to lead group discussions and be a ‘spokesperson’ for a group. Those pupils who have exceeded the intended learning outcome can confidently demonstrate their learning/skills and apply it to new contexts and situations in day-to-day life.</i></p>	

How does RSHE contribute to the overall school aims? (*Children who are: Successful and Happy; Confident and Resilient; Responsible; Caring; Respectful and Tolerant and Reflective*):

- PSHE and RSHE (Life Skills) is at the crux of ensuring we meet our school aims. The knowledge and skills learned in Life Skills are transferable to daily life – ensuring that our children have a ‘toolkit’ to cope with life in the 21st Century.
- Some of the statutory aims of the RSHE curriculum are not just taught discretely in Life Skills lesson. A lot of the physical health objectives are covered in PE/Games and the mental wellbeing aims should permeate throughout every child’s day at our school (through assemblies, behaviour management strategies, discussions with adults...etc). Knowledge around internet safety and harm is also covered through assemblies and computing lessons.