

The Avenue Infant School

RELATIONSHIPS AND HEALTH EDUCATION POLICY

Signed on behalf of the Governing Body: Mr Stewart Miller

Position: Chair of Governors

Date: 12th May 2026

Review date: July 2027

Content

- School Setting
- Policy Development
- Definition of RHE
- School and curriculum values
- SMSC
- Aims and Objectives of Policy
- Equal Opportunities Statement
- Delivery of RHE
- RHE Curriculum
- Relationships and Health Education
- Other specific issues within RSE including withdrawal
- Roles and Responsibilities
- Monitoring arrangements
- Review of Policy

RELATIONSHIPS AND HEALTH EDUCATION POLICY

School Setting

The Avenue Infant School is a maintained infant school for pupils aged 4-7 years (school years Reception – Year 2). Pupils at The Avenue are mainly from the immediate locality of Wellingborough.

The Avenue Infant School Ethos and Values

The RSE programme at The Avenue Infant School reflects the school ethos of

Developing deep roots to grow the strongest trees

and demonstrates and encourages the school values of:

Responsibility Perseverance Confidence Kindness Respect

Alongside this the school's behaviour policy

- Be ready
- Be respectful
- Be safe

SMSC

Social, moral, spiritual and cultural values are also interwoven throughout the curriculum at every possible opportunity.

Policy Development

This policy is in line with the most recent statutory documentation from July 2025.

This policy was developed by Helen Morrall, Headteacher, with the PSHE lead and in consultation with staff and parents.

Different views were taken into account when developing this policy and the Relationships and Health Education (RHE) programme. The consultation and policy development process involved the following steps:

1. Review –PSHE pulled together all relevant information including relevant national and local guidance and began to develop a scheme of work, in consultation with teaching staff and the mental health team.
2. A policy was drawn up in line with the DfE guidance
3. The draft policy was reviewed by staff, along with the relevant guidance, to give the opportunity to comment and make recommendations.
4. The draft policy was made available to parents and carers, along with the relevant guidance, to give the opportunity to comment and make recommendations.

5. Feedback from the consultations were reviewed by the Senior Leadership Team and adjustments made in light of these recommendations ensuring the policy meets the stated guidelines and checklist provided.
6. Governor's consultation (committee level) – to share information on the policy.
7. Staff consultation to look at final version of policy.
8. Ratification – once amendments were made, the policy was shared to governors and ratified.

Aims and Objectives of policy

This policy is a working document which provides guidance and information on all aspects of RHE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand. Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Child Protection and Safeguarding Policy and the Single Equality document.

Definition of RSE

RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective RSE / RHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum.

At Early Years and Key Stage One the focus is on Relationships and Health Education. Pupils are introduced to the themes below, building gradually on the content each year from Reception to Year 2 (see Appendix 1).

By the end of Primary school:

Outlined below is the DfE curriculum for Relationships, Sex and Health education. As an infant school our curriculum will be working towards these end of Year 6 expectations. Our curriculum scheme of work is detailed in Appendix 1.

Families and people who care for me

Pupils should know

- *That families are important for children growing up safe and happy because they can provide love, security and stability.*
- *The characteristics of safe and happy family life, such as 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.*
- *That the families of other children, 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.*
- *That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.*

- *That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.*
- *How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*

Caring friendships

Pupils should know

- *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. Pupils should learn skills for developing caring, kind friendships.*
- *That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.*
- *The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.*
- *That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.*
- *How to manage conflict, and that resorting to violence is never right.*
- *How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.*

Respectful relationships

Pupils should know

- *How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.*
- *The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.*
- *How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.*
- *Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.*
- *That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.*
- *Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.*
- *The conventions of courtesy and manners.*
- *The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.*
- *The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.*
- *What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.*
- *How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.*

Online safety and awareness

Pupils should know

- *That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.*
- *How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.*
- *That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.*
- *The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.*
- *Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.*
- *That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.*

Being safe

Pupils should know

- *What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.*
- *The concept of privacy and its implications 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 contact, including physical contact.*
- *How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.*
- *How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.*
- *How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.*
- *How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.*

General wellbeing

Pupils should know

- *The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.*
- *The importance of promoting general wellbeing and physical health.*
- *The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.*
- *How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.*

- *How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.*
- *That isolation and loneliness can affect children, and the benefits of seeking support.*
- *That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.*
- *That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.*
- *Where and how to seek support (including recognising the triggers for seeking support), including who 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).*
- *That it is common to experience mental health problems, and early support can help.*

Wellbeing online

Pupils should know

- *That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.*
- *Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.*
- *The benefits of limiting 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.*
- *How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.*
- *Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.*
- *The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.*
- *How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.*
- *That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.*
- *How to understand the information they find online, including from search engines, and know how information is selected and targeted.*
- *That they have rights in relation to sharing personal data, privacy and consent.*
- *Where and how to report concerns and get support with issues online.*

Physical health and fitness

Pupils should know

- *the characteristics and mental and physical benefits of an active lifestyle.*
- *the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.*
- *the risks associated with an inactive lifestyle (including obesity).*
- *how and when to seek support including which adults to speak to in school if they are worried about their health.*

Healthy eating

Pupils should know

- *What constitutes a healthy diet (including understanding calories and other nutritional content).*
- *Understanding the importance of a healthy relationship with food.*
- *The principles of planning and preparing a range of healthy meals.*

- *The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).*

Health protection and prevention

Pupils should know

- *How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.*
- *About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.*
- *The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.*
- *About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist.*
- *About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.*
- *The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.*

Personal safety

Pupils should know

- *About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.*
- *How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.*

Drugs, alcohol, tobacco and vaping

Pupils should know

- *The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.*

Basic first aid (not covered until KS2)

Pupils should know:

- *How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.*
- *Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.*
-

Developing bodies – although specific teaching about puberty is not relevant until KS2 some content is taught in our PSHE lessons in an age-appropriate way e.g. the human lifecycle and private body parts.

The content would also be taught on a very individual level if a child was to experience early onset puberty.

Pupils should know:

- *About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.*
- *The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.*
- *The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.*

Equal Opportunities Statement

Relationships Education and Health Education must be accessible for all pupils and this is particularly important when teaching pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We tailor content and teaching to meet the specific needs of our pupils who are at different developmental stages. We ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated to all groups but there may be occasions where certain children are given extra support from staff.

Delivery of RHE

RHE is taught within the personal, social, health, economic (PSHE) education curriculum and it is firmly embedded in all areas of the curriculum.

RHE is normally delivered by the class teacher in class groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RHE in school.

- All visitors are familiar with and understand the school's RHE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

RHE Curriculum and resources

At The Avenue we follow a scheme called SCARF: Safety, Caring, Achievement, Resilience and Friendship which meets the new Relationships Education and Health Education requirements, statutory from July 2025. This scheme has been carefully chosen as we feel it meets the needs of our pupils and their

particular circumstances well and provides additional teaching resources and ideas for well-planned and delivered lessons. For example, the scheme incorporates Protective Behaviours activities and language of safety both of which we feel are extremely important for our children.

Other Specific Issues within RHE

Withdrawal

Parents/Carers cannot withdraw their children from the statutory National Curriculum relationships education and health and well-being lessons. This content will be taught in our weekly PSHE sessions. As sex education is not part of the PSHE / RHE programme at The Avenue, withdrawal is not appropriate.

Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator the Head teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Safeguarding Pupils

The school has a separate Safeguarding and Child Protection Policy. Effective RHE may bring about disclosures of child protection issues and staff should follow procedures to report their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal RHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Professional Development

The Avenue Infant School believes in the importance of training for staff delivering RHE. Staff are encouraged to access appropriate training and support to help them deliver effective RHE if they feel they require it.

Roles and Responsibilities

The governing body were involved in the consultation for the RHE policy and it was ratified at the Full Governors' meeting.

The Head teacher is responsible for ensuring that RHE is taught consistently across the school.

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

Monitoring Arrangements

The delivery of RHE is monitored by the PSHE lead and SLT through:

- Learning Walks
- Monitoring of PSHE written work
- Lesson Observations
- Pupil discussions
- Staff discussions
- Parent, pupil and staff surveys

Review of Policy

This policy will be reviewed by the PSHE Co-ordinator annually. At every review the policy will be ratified by the governing body.

PSHE KNOWLEDGE AND BREADTH TRACKER

Reception	1 Me and my relationships	2 Valuing difference	3 Keeping myself safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<p>Term 1 Who am I?</p>	<p>Talk about similarities and differences. Name special people in their lives. Describe different feelings Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.</p> <p>I can recognise and be sensitive to the differences of others. I can name people who help me and describe ways to help others. I can talk about feelings and what can cause them. I can tell you which trusted adults I can ask for help. I can help a friend if they are sad or worried.</p> <p>special family feelings practice favourite help friends happy helpful effort same people help sad kind same different emoji's</p> <p>Links to Protective behaviours framework Theme 2</p>					
<p>Term 2 Can you tell me a story?</p>		<p>Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others.</p>				

		<p>Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p> <p>I can celebrate our differences. I can talk about my family life. I can listen and be polite to what others tell me about their lives. I can be kind, caring and helpful to others. I can show good listening</p> <p>special same kind new friend likes different kindness friendship dislikes family home favourite unkind</p> <p>Links to Protective behaviours framework Theme 2</p>			
<p>Term 3 Who helps us?</p>			<p>Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p> <p>I can tell you what my body needs to stay healthy. I can make safe decisions around medicines and things I don't know. I can name some things that can be dangerous inside and outside. I can tell you what is safe to play online and who to talk to if I feel worried. I can name the adults who keep me safe and when I might need their help.</p>		<p>Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p> <p>I can make my own healthy food choices. I can make healthy sleep and exercise choices.</p> <p>energy exercise heart calm grow sleep muscles healthy wash fruit vegetable energy dairy grow food exercise routine</p>

			<p>Clean sleep safe water unsafe unsafe worried food detective tummy feelings tell fresh air uncomfortable adult cuddle trust medicine address chemist doctor grown up</p> <p>Links to Protective behaviours framework Theme 1</p>		
<p>Term 4 Have you been down to the woods today?</p>					<p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges.</p> <p>I can keep trying if the way I choose doesn't work. I can talk about the different types of feelings we have. I can have a go at something new.</p> <p>bounce back try encourage try again</p> <p>Links to Protective behaviours framework Theme 1</p>
<p>Term 5 How does your garden grow?</p>				<p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p> <p>I can help my family. I can help to clean and tidy my home and classroom. I can tell you some ways to look after our world. I can be kind to friends and others.</p>	

				<p>I can talk about looking after money.</p> <p>family friends working together environment money look after responsibility litter shop save help each other helpful electricity buy safe place be alone caring pollution cost recycling pay</p> <p>Links to Protective behaviours framework Theme 1</p>	
<p>Term 6 Shall we go on a journey?</p>					<p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p> <p>I can describe the life cycle of an animal.</p> <p>I can describe how a baby grows to an adult and what they might need.</p> <p>I can tell you the scientific names for my body parts.</p> <p>I can tell you the PANTS rule.</p> <p>seasons growing baby family baby private parts spring life cycles child baby summer teenager love autumn care adult winter old age grow cycle</p> <p>Links to Protective behaviours framework Theme 1</p>

Year 1	1 Me and my relationships	2 Valuing difference	3 Keeping myself safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<p>TERM 1 Are fairytale characters like you and me?</p>	<p>Describe different feelings and how they can make our bodies feel. To know some strategies of dealing with 'not so good' feelings. To understand how our actions can hurt the feelings of others. To recognise the special qualities in family and friends. To know which special people keep us safe and how.</p> <p>I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules.</p> <p>rules feelings hurt family friendship listening safe body language behaviour help special people making up responsibility emotions feelings work together safe heal support</p> <p>Links to Protective behaviours framework Theme 2</p>					
<p>TERM 2 Do all Superheroes wear capes?</p>		<p>To know the key differences between teasing, being unkind and bullying. To recognise that everyone is different and will have different thoughts and ideas. To celebrate and begin to show empathy for those who are different.</p>				

		<p>To identify ways in which we can show kindness towards others and how that makes them feel. To identify those who are special to them (and their special qualities).</p> <p>I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not to me. I can talk about what bullying is. I can say ways to show kindness towards others.</p> <p>same unkind rules special people fair different unkindness safe qualities unfair difference tease fair feelings kind respect teasing unkind bully bullying behaviour</p> <p>Links to Protective behaviours framework Theme 2</p>				
<p>TERM 3 Should we explore north south, east or west?</p>			<p>To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. To recognise emotions and physical feelings associated with feeling unsafe. To learn the PANTS rule and which parts of my body are private. To understand that medicines can sometimes make people feel better when they're ill. To talk about safety and responsibility around medicines.</p> <p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) I can say what I can do if I have strong, but not so good feelings, to help me stay safe</p>			

			<p>I can say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>I can say when medicines can be helpful or might be harmful.</p> <p>I can tell you how to stay safe around medicine.</p> <p>sleep feelings medicine private rest worried emotions safe trust grow nervous loss harmful privates tired scared lost responsibility support unsafe</p> <p>Links to Protective behaviours framework Theme 1</p>		
<p>TERM 4</p> <p>Why should we care about nature?</p>				<p>To identify ways of taking care of their health.</p> <p>To identify how others take care of their environment.</p> <p>To take care of something or someone else.</p> <p>To learn what to do when someone is injured.</p> <p>To talk about the importance of looking after money.</p> <p>I can wash my hands correctly.</p> <p>I can name ways to look after my home and school.</p> <p>I can look after a special person or thing.</p> <p>I can tell you some things that money is spent on.</p> <p>I can get help if someone has hurt themselves.</p> <p>hygiene environment needs money first aid routine responsibility responsible cost bank risk clean bills coin accident rules spending note danger afford worth hazard saving kettle safe burn scald accident emergency</p>	

<p>TERM 5 What did it feel like to be on the Titanic?</p>					<p>To recognise how a healthy variety of food can make us feel great. Recognise that learning a new skill requires practice and the opportunity to fail, safely To identify strategies to resolve conflict. To give and receive praise</p> <p>I can choose a healthy meal with different food groups. I can be persistent when learning a new skill. I can name a few different ideas of what I can do if I find something difficult. I can help my friends when they fall out. I can explain why praise helps me to keep trying.</p> <p>starchy healthy germs learning praise behaviour dairy fruit disease practice support consequences protein vegetables hygiene make mistakes feedback special person fruit dairy spread confidence encourage promise vegetables meat achievement feeling vitamins sugar portion salt cereal</p>	
<p>TERM 6 Can a meerkat live in the north pole?</p>						<p>To think of what babies need to stay happy and healthy. To identify the changes they have made since they were a baby. To identify some internal organs and systems and those body parts which are private. To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.</p>

						organ caring change unkind surprise privates heart love growing unkindness secret private lungs attention tease uncomfortable intestines teasing brain bully hygiene stomach bullying oxygen witness digested experience getting help Links to Protective behaviours framework Theme 1
--	--	--	--	--	--	--



PSHE KNOWLEDGE AND BREADTH TRACKER

Year 2	1 Me and my relationships	2 Valuing difference	3 Keeping myself safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
Term 1 Is a healthy diet all you need to thrive?	Recognise that people have different ways of expressing their feelings To identify different ways to respond to the feelings of others. To recognise the differences between bullying, unkind behaviour or teasing. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. To recognise a healthy friendship and its qualities. I understand we have different ways to express our feelings. I can express my feelings in a safe, controlled way. I can tell you some ways that I can get help, if I am being bullied		To explain simple issues of safety and responsibility about medicines and their use. (History/Science) I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. medicines sleep safety	To name ways to stay safe when using the internet. (Computing) I can ask for help from a trusted adult.	To understand the importance of good hand and dental hygiene. To recognise what the body needs to have energy and stay well. To identify parts of the body that process food and create energy. I can explain how hand hygiene stops viruses and germs from spreading. I can give examples of what I can do and give to my body to stay healthy. I can name different parts of my body that are inside me and help to turn food into energy. practice choose vaccination teeth oxygen brain	

	<p>and what I can do if someone teases me. I can tell someone how they are making me feel. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p> <p>happy rules feelings bullying friendly safe showing teasing help repeated friendship caring don't do that regular Links to Protective behaviours framework Theme 2</p>				<p>encourage choices injection dental water heart goal healthy disease hygiene food lungs achieve unhealthy hygiene exercise stomach challenge germs rest small intestine large intestine food water</p>	
<p>Term 2 What is it like to live in Kenya?</p>		<p>To identify differences and similarities between others. Recognise and explain how a person's behaviour can affect other people. To learn and use different ways to show good listening. Explain how it feels to be part of a group and left out of a group. To recognise and talk about acts of kindness and how they can impact others.</p> <p>I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends.</p> <p>unique special people feelings kind listening respect behaviour help cooperate kindness being listened to calm unkind</p>				

		listen aggressive feelings problem solve Links to Protective behaviours framework Theme 2				
Term 3 Will we ever get to Mars?			<p>To identify situations in which they would feel safe or unsafe</p> <p>To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</p> <p>"To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. "</p> <p>To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.</p> <p>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</p> <p>I can say what I do and don't like and who to ask for help.</p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>safe touch surprise unsafe feelings hurt secret safety feelings uncomfortable safe worried getting help unsafe private tell private parts consent permission secret someone you trust</p> <p>Links to Protective behaviours framework Theme 1</p>			
Term 4				To identify strategies in cooperation.		

<p>Where would you build a home, somewhere metropolitan, urban or rural?</p>				<p>To identify strategies in self-regulation. To name ways to stay safe when using the internet. To learn about saving and spending money.</p> <p>I can make choices that help me play and work well with others. I can use some strategies when I feel upset or angry. I can ask for help from a trusted adult. I can make choices with money.</p> <p>Safe money help control unsafe spending share erupt uniform saving take turns ask for help listen feelings</p> <p>Links to Protective behaviours framework Theme 1</p>		
<p>Term 5 Where would you build a home, somewhere metropolitan, urban or rural?</p>					<p>Explain the stages of the learning line showing an understanding of the learning process.</p> <p>I can explain what happens when I learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>Practice achieve encourage Goal challenge</p>	
<p>Term 6 Where will my coke bottle end up?</p>				<p>To recognise that they have a responsibility to help care for their immediate and broader environment.</p> <p>I can name some ways I can look after my environment.</p> <p>responsibility environment</p>		<p>To give positive feedback to someone. To recognise the range of feelings associated with loss and to discuss things people can do to feel better. To identify the different stages of growth and what people are able to do at these different stages. To explain who can see someone's private part, what consent means and how to protect privacy.</p>

						<p>I can give support to a friend. I can describe feelings of loss and suggest what someone can do if a friend moves away. I can describe the stages of growth I have been through and what I look forward to in my future. I can name the human private parts that are used to make a baby. I can talk about keeping private parts private.</p> <p>help change growing unique first aid support loss food special risk supportive feelings rest accident emotions sleep private danger frightened care privacy hazard nervous learning consent kettle permission safe burn scald accident emergency</p> <p>Links to Protective behaviours framework Theme 1</p>
--	--	--	--	--	--	--