



**Personal Development & Relationships  
(Sex) and Health Education Curriculum**

## Purpose of study

At HCAT, the PD & RSHE Curriculum sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities should be used flexibly to plan a programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding.

Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, schools may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

PD & RSHE education addresses both pupils' current experiences and preparation for their future. The HCAT PD & RSHE curriculum therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PD & RSHE education.

During key stages 1 and 2, our PD & RSHE curriculum offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PD & RSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

PD & RSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

We have created supplementary guidance on sex education which is additional, but non-statutory content that parents have a right to withdraw their child from.

## CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. Healthy Lifestyles (Physical Wellbeing)
2. Mental Health
3. Ourselves, Growing and Changing
4. Keeping Safe
5. Drugs, Alcohol and Tobacco

## CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. Families and Close Positive Relationships
2. Friendships
3. Managing Hurtful Behaviour and Bullying
4. Safe Relationships
5. Respecting Self and Others

## CORE THEME 3: LIVING IN THE WIDER WORLD

This core theme focuses on:

1. Shared Responsibilities
2. Communities
3. Media Literacy and Digital Resilience
4. Economic Wellbeing: Money
5. Economic Wellbeing: Aspirations, Work and Career

### Outline of PD&RSHE coverage

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Cycle B</u>	Physical Wellbeing	Physical Wellbeing	Respect & Close Relationships	Respect & Close Relationships	Responsibility & Community	Responsibility & Community
<u>Cycle A</u>	Mental Health & Keeping Safe	Mental Health & Keeping Safe	Bullying & Safe Relationships	Bullying & Safe Relationships	Economic Wellbeing	Economic Wellbeing

**Autumn Term 1**

EYFS		KS1		LKS2		USK2		
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	
<b>Families and Close Positive Relationships</b>	To know their special people (family, friends, carers) and what makes them special	<b>Mental Health &amp; Keeping Safe</b>	To know about different feelings that humans can experience	<b>Physical Wellbeing</b>	<b>Mental Health &amp; Keeping Safe</b>	<b>Physical Wellbeing</b>	<b>Mental Health &amp; Keeping Safe</b>	<b>Physical Wellbeing</b>
	To know that different people have different special people.		Why is a healthy diet important for good health?  I know what keeping healthy means and different ways to keep healthy.					
<b>Friendships</b>	To form positive attachments to adults and friendships with peers	To know and name different feelings	Why is sleep so important?  I know why sleep is important and different ways to rest and relax.	To know a variety of vocabulary to talk about feelings and how to express them in different ways.	Should all people eat healthily, and what might be a barrier to stop people?  I know about what constitutes a healthy diet, including the risks associated with not maintaining a healthy diet.	To know warning signs about mental health and wellbeing and how to seek support for themselves.	Why are some unhealthy habits so difficult to break?  I know some positive and negative habits people may have that may impact on their health	
	To know how to work and play cooperatively and take turns with others	To know about ways of sharing feelings and words to describe them	How do I make sure I have good hygiene and look after my body?  I know simple hygiene routines that can stop germs from spreading.	To know what first aid is and some basic techniques for dealing with common injuries (bruises, scalds, burns and bleeds)	How would I know if I am starting to feel physically ill?  I know about what good physical health means and how to recognise early signs of physical illness.	To know how they promote personal safety and wellbeing with reference to digital media	How would a physically active lifestyle benefit your physical and mental health?  I know how regular exercise benefits mental and physical health and some of the associated risks of an inactive lifestyle	
<b>Safe Relationships</b>	To know why friends are important and how they help us	To know about things that help people feel good (e.g. playing outside, doing things they enjoy, getting enough sleep)	How do I enjoy the sun and its positive effects safely?  I know how to keep safe in the sun and protect the skin from sun damage.	To know how to respond and react in an emergency situation, including how to identifying if a situation requires the emergency services.	How would I respond in a medical emergency?  I know how to respond and react in an emergency-situation, including how to identify if a situation requires the emergency services.	To know about the risks and effects of legal drugs common to everyday life (cigarettes, e-cigarettes, alcohol and medicines)	What would happen if I were to stay up late every night? (Screen Time)  I know the effects of lack of sleep on the body. I know a lack of sleep can lead to immune weakness, fatigue, headaches and migraines and mood swings	
	To know ways to care for a friend in need	To know what to do if there is an accident and someone is hurt	How do my choices effect my physical health?  I know how some choices can improve the way I feel.		How can I take care of injuries if they happen safely and effectively?  I know what first aid is and some basic techniques for dealing with common injuries (bruises, scalds, burns and bleeds).		How would drugs affect us immediate, short term and long term?  I know about the risks and effects of legal drugs common to everyday life (cigarettes, e-cigarettes, alcohol and medicines)	

	To know how to talk about keeping themselves safe, safe touches and consent.		To know how to get help in an emergency (how to dial 999 and what to say)	<p><b>SRE Lesson:</b> Are our bodies all the same?</p> <p>(SRE): I know the main parts of the body including external genitalia (vulva, vagina, penis and testicles).</p>		<p>SRE Lesson: How do male and female bodies change differently over time?</p> <p>(SRE): I know the difference between male and females, naming body parts using agreed words, with changes over time.</p>		<p>SRE Lesson: What are the physical and emotional changes that happen in puberty?</p> <p>(SRE): I know the external genitalia and internal reproductive organs in males and females</p>
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**Autumn Term 2**

EYFS		KS1		LKS2		USK2		
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	
<b>Keeping Safe</b>	To know about how to recognise things that might not be safe.	<b>Mental Health &amp; Keeping Safe</b>	To know how feelings can affect people's bodies and how they behave.	<b>Mental Health &amp; Keeping Safe</b>	To know about strategies and behaviours that support mental health	<b>Physical Wellbeing</b>	To know that anyone can experience mental ill health and most difficulties can be resolved with help and support	
	To know things that keep their bodies safe.		Why is a healthy diet important for good health? I know about foods that support good health and the risks of eating too much sugar.		How does the food I eat and lifestyle choices affect my oral health? I know how to maintain good oral hygiene and the impact of lifestyle choices on dental care.		How have you made choices about your own healthy lifestyle? I know about choices that support a healthy lifestyle and recognise what might influence these	
	To know some hazards and ways to stay safe inside and outside		To know how to recognise what others might be feeling To know that not everyone feels the same at the same time, of feels the same about the same things		Why is physical activity and sleep important alongside a healthy diet? (digital devices) I know different ways to be physically active every day.		What are the benefits and risks of sun exposure? I know about the benefits of sun exposure and risks of overexposure.	To know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools Can we always rely on the media to make informed choices on our health? I know the images in the media can be changed, altered or adapted and this means it may not be 'true'.
	To know how to care for the safety of others		To know different things they can do to manage big feelings		Why is dental care important for good oral health? I know about dental care & visiting the dentist.		What might influence my lifestyle and health choices? (informed choices) I know how to make informed decisions about my health.	To know reasons for following and complying with regulations and restrictions (including age restrictions) To know about the importance of taking medicines correct and using household products safely How can we limit the spread of bacteria and viruses? I know that bacteria & viruses can affect health and everyday hygiene routines can limit the spread of infection
<b>Healthy Lifestyles (Physical Wellbeing)</b>	To know and talk about the different factors that support their overall health and wellbeing	<b>Mental Health &amp; Keeping Safe</b>	To know when they need help with their feelings and know how to ask for help	<b>Mental Health &amp; Keeping Safe</b>	To know the importance of keeping personal information private and strategies for keeping safe online	<b>Physical Wellbeing</b>	To know about the challenges of living a healthy lifestyle?	
	To know their own basic hygiene and personal needs		How do drugs and medicine help to keep people healthy? I know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.		What are the challenges of living a healthy lifestyle? I know factors people might consider when making decisions about what to eat and drink.		Why should medicines be used responsibly to support people's health? I know how medicines, when used responsibly, contribute to health and some diseases can be prevented by vaccinations and immunisations	
	To know and choose healthy foods and drinks		To know about change and loss (including death) and identify feelings associated with this.		Are medicines always good for you? I know how drugs and medicines can affect how people feel.		Why do we have laws and guidance about the use of drugs? (legal and illegal) I know that there are laws surrounding the use of legal drugs and that some drugs	How might influence and pressure effect people's drug and alcohol use? I know that drug use can become a habit which can be difficult to break
	To know that some foods are just 'sometimes' foods (in moderation)							
	To know their own bedtime routine							
	To know ways to have a calm evening and bedtime routine							

					are illegal to own, use and give others.			
			<p>To know about rules and age restrictions that keep us safe</p> <p>To know basic rules to keep safe online, including what is meant by personal information.</p>	<p><b>SRE Lesson:</b> How do our bodies change as we get older and how do we look after them?</p> <p><b>(SRE):</b> I know about growing and changing from young to old and how people's needs change.</p>		<p><b>SRE Lesson:</b> How would I look after my body during puberty?</p> <p><b>(SRE):</b> I know about how hygiene routines change during the time of puberty and the importance of keeping clean.</p>		<p><b>SRE Lesson:</b> How do humans reproduce? What are menstruation and wet dreams?</p> <p><b>(SRE):</b> I know about where to get more information, help and advice about growing and changing, especially puberty</p>

Spring Term 1

EYFS		KS1		LKS2		USK2			
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B		
Mental Health	To show an understanding of their own feelings and those of others.	<b>Bullying &amp; Safe Relationships</b>	To know that bodies and feelings can be hurt by words and actions.	<b>Respect &amp; Close Positive Relationships</b>	To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.	<b>Respect &amp; Close Positive Relationships</b>	To know what is meant by negotiation and compromise in relationships.	<b>Respect &amp; Close Positive Relationships</b>	Why do people start relationships?
	To begin to regulate their behaviour accordingly to a situation		I know common features of family life		I know that there are different types of relationships		I know that people may be attracted to someone emotionally		
	To know how to describe different emotions		Why are some families different and does that change how they help us?		What are the features of different kinds of positive relationships?		Why are love, security and stability important in family relationships?		
	To know ways to change feelings and calm down		I know about the roles different people (friends, relatives etc) play in our lives		I know the features of different kinds of relationships and who would be part of those relationships		I know other shared characteristics of healthy family life, including commitment, care, spending time together and being there for each other		
To know events that can make a person feel sad	To know about how people may feel if they experience hurtful behaviour or bullying.	What are the features of a good friendship?	To know the definition of the word 'drug' and understand that nicotine and alcohol are both drugs.	Why do people get married or form civil partnerships?	To know strategies for recognising risks, harmful content and contact	Case Studies – Do family structures have the same shared characteristics?	I know and respect that there are different types of family structures which give family members love, security and stability		
Managing Hurtful Behaviour and Bullying	To know that some things are private and the importance of respecting privacy, including their body parts	<b>Bullying &amp; Safe Relationships</b>	Why are friends important and how do they help us?	<b>Bullying &amp; Safe Relationships</b>	To know how to respond safely and appropriately to adults they may encounter in all context, whom they do not know	<b>Respect &amp; Close Positive Relationships</b>	To know about seeking and giving permission (consent) in different situations	<b>Respect &amp; Close Positive Relationships</b>	What are the principles of a respectful, positive relationship online and face-to-face?
	To know how to show sensitivity to their own and to other's needs		I know when they or someone else feels lonely and what to do.		What are the benefits of friendships and how do I make friendships work?		I know what constitutes a positive healthy friendship and that the same principles apply to online friendship as to face-to-face		
	To know ways in which we can be kind towards others		What can I do to help my friends, even if we fall out sometimes?		I know about the importance of friendships and strategies for building positive friendships.		What are the positive attributes of myself and my peers?		
	To know how to respond safely to adults they don't know		I know how to be polite and courteous		How does my behaviour have an impact on others in relationships		I know that everyone, including them, should		
To know what to do if they feel		To know where to get advice and report concerns if they are worried about their own or someone else's personal safety	I know that personal behaviour can affect other						



			unsafe or worried for themselves or others and who to ask for help				people		expect to be treated politely and with respect by others.
			To know how to respond if physical contact makes them feel uncomfortable or unsafe	How are the people we have relationships with different?  I know the ways in which I am the same and different to others.			How do I ensure online relationships stay positive and safe? I know and model respectful behaviour online		Why is it important to show self-respect and how can it influence my feelings? I know the importance of self-respect and how this can affect their thoughts and feelings about themselves

Spring Term 2

EYFS		KS1		LKS2		USK2							
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B						
<b>Ourselves, Growing and Changing</b>  To think about themselves, to learn from their experiences.  To know about how they have changed as they have grown.  To know the difference between babies, children and adults	<b>Bullying &amp; Safe Relationships</b>  To know that people can say hurtful things online  To know how to report bullying and the importance of telling a trusted adult  To know about things that people can put into their body or on their skin	<b>Respect &amp; Close Positive Relationships</b>  Are all families the same and how do we show respect to different types?  I know about different types of families, including those that may be different to my own.  How do families support me while I grow up? I know stable, caring relationships, which may be of different types, are all at the heart of happy families, and are important for children's security as they grow up.  Why might a relationship make me feel worried or unhappy?  I know that it is important to tell someone if something about their family makes them unhappy or worried	<b>Bullying &amp; Safe Relationships</b>  To know strategies to respond to hurtful behaviour experienced or witnessed and how to report their concerns  To know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others  To know about privacy and personal boundaries, demonstrating what is appropriate in friendships and wider relationships	<b>Respect &amp; Close Positive Relationships</b>  What are the features of a caring relationship?  I know that a feature of positive family life is caring relationships and the different ways people care for one another  How would I know if a relationships is healthy?  I know the features of a caring relationship  How would I know if a relationship is unhealthy and what could I do?  I know if family relationships are making them feel unhappy or unsafe	<b>Bullying &amp; Safe Relationships</b>  To understand what discrimination means and how to challenge it  To know that drug use can become a habit which can be difficult to break  To know about why people choose to use or not use drugs	<b>Respect &amp; Close Positive Relationships</b>  Why are people attracted to each other?  I know that people may be attracted to someone romantically and sexually  What is sexual orientation and gender identity?  I know the difference between gender identity and sexual orientation  What are the different types of marriage and what are your human rights? I know that forcing anyone to marry against their will is a crime							
							<b>Drugs, Alcohol and Tobacco</b>  To know safe decisions about items they do not recognise  To know about what our bodies need to stay well (medicine)	<b>Bullying &amp; Safe Relationships</b>  To know how these things can affect how people feel  To know there are situations when they should ask for permission and also when their permission should be sought  To know about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)	<b>Respect &amp; Close Positive Relationships</b>  How could someone help me if I am worried or unhappy about a relationship?  I know how to ask for help if a friendship is making them feel unhappy  How do I show respect to myself and others?  I know how to treat myself and others with respect	<b>Bullying &amp; Safe Relationships</b>  To know about privacy and personal boundaries, demonstrating what is appropriate in friendships and wider relationships	<b>Respect &amp; Close Positive Relationships</b>  How are people different and what makes them unique?  I know the importance of respecting others, even when they are very different from me  How do I show respect for the differences and similarities of others?  I know about respecting the differences and similarities between people	<b>Bullying &amp; Safe Relationships</b>  To know why someone may behave differently online, including pretending to be someone else  To know and use strategies to deal with pressure from others to do something unsafe or that makes them feel uncomfortable	<b>Respect &amp; Close Positive Relationships</b>  What are the benefits of having different types of friends?  I know how friendships can change over time  What are stereotypes and how can they influence our perception of others?  I know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own.

			<p>To know about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)</p> <p>To know that sometimes people may behave differently online, including by pretending to be someone they're not</p>	<p>What can I do if I have had an argument with a friend?</p> <p>I know simple strategies to resolve arguments between friends positively</p>		<p>How do I make others feel included and support them in positive relationships?</p> <p>I know that healthy friendships make people feel included.</p>		<p>Agree to Disagree – How can we constructively challenge other's views?</p> <p>I know how to discuss and debate topical issues, respecting other people's point of view</p>
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**Summer Term 1**

EYFS		KS1		LKS2		USK2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Shared Responsibilities	To know their immediate environment using knowledge from observations	To know about what rules are and why they are needed	To know what money is and the forms that money comes in	To know reasons for rules and laws	To know about the different ways to pay for things and the choices people have about this	To know there are human rights, that are there to protect everyone	To know what influences people's decisions on spending and saving money
		To know about why different rules are needed in different situations	To know that money comes from different sources	I know the consequences of not adhering to the rules and laws	To know positive things about themselves and their achievements	I know a responsibility is having a duty to deal with something or of having control over someone	To know what makes something good value for money
		I know why rules are important	To know that everyone has different strengths	I know consequences of following rules can be positive	To know that there is a broad range of different job/careers that people can have	I know freedom of expression means we are free to express our thoughts and opinion as long as it is within the law	To know about what might influence people's decisions about a job or career
Communities	To know some similarities and differences between different religious and cultural communities in the UK	To know about the different groups they belong to	To know that jobs help people to earn money to pay for things	To know about the different groups that make up their community.	To know ways in which the internet and social media can be used both positively and negatively	To know about diversity and the benefits of living in a diverse community	To know how to assess the reliability of sources of information online and how to make safe, reliable choices from search results
		I know some groups are given to us e.g. eye colour and race, some are chosen for us e.g. religion, family and some we can chose e.g. hobbies & friends	To know different jobs that people they know or people who work in the community do	To know what living in a community means	To know about some of the different ways information and data is shared and used online	I know contributions to the community are recognised and valued.	To know about how text and images in the media and on social media can be manipulated or invented
		I know how democracy works	To know about how the internet and digital devices can be used safely to find things out and to communicate with others	I know how democracy works in the local area	To know things appropriate to share and things that should not be shared on social media	I know significant people who have impacted on the local community in our area.	To know that connect devices can share information

**Summer Term 2**

EYFS		KS1		LKS2		USK2							
		Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A						
Media Literacy and Digital Resilience	To know ideas about activities they are safe to do on electronic devices	Responsibility & Community	To know about things they can do to help look after the school environment	Economic Wellbeing	To know that people make different choices about how to save and spend money	Responsibility & Community	To know ways of carrying out shared responsibilities for protecting the environment in school and at home	Economic Wellbeing	To know that people have different attitudes towards saving and spending money	Responsibility & Community	To know about the relationship between rights and responsibilities	Economic Wellbeing	To know different ways to keep track of money
	To know what to do and who to talk to if they feel unsafe online		I know to look after the school environment by keeping areas tidy and treating it with respect.		To know about the difference between needs and wants		To know how everyday choices can affect the environment		To know that people make spending decisions based on priorities, needs and wants		I know individuals campaign for causes they believe in to protect theirs and others human rights		To know about the risks associated with money, including gambling, loss or stolen and know ways to keep money safe
			To know about things they can do to help look after the local environment		To know that sometimes people may not always be able to have the things they want		I know reusing items benefits the environment		To know that people often have more than one career or type of job during their life		To know about stereotypes and how they can negatively influence behaviours and attitudes towards others		To identify the ways that money can impact on people's feelings and emotions
Economic Wellbeing: Money	To know coins and other items related to money	Responsibility & Community	To know the ways they are the same as, and different to, other people.	Economic Wellbeing	To know about some of the strengths and interests someone might need to do different jobs	Responsibility & Community	I know groups exist to do different things in a community	Economic Wellbeing	To know that some jobs are paid more than others	Responsibility & Community	To know strategies for challenging stereotypes	Economic Wellbeing	To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them
	To know the uses of money		To know about the different roles and responsibilities people have in their community		To know about the role of the internet in everyday life		To know the different contributions that people and groups make to the community		To know that money is one factor which may influence a person's job or career choice		I know prejudice is preconceived opinion that is not based on reason or actual experience		To know a variety of routes into careers (e.g. college, apprenticeship and university)
	To know why it is important to keep money safe		I know some people have jobs that help to keep our environment a good place to live		To know that not all information seen online is true		To know the value of diversity in a community		To know the rules surrounding the distribution of images online				To know about how information on the internet is ranked, selected and targeted at specific individuals and groups