Cantrell Primary and Nottingham City PSHE framework in line with statutory RSHE 2020 (December 2019)

This framework is a development of an original created by Nottingham City Healthy Schools team based on a PSHE scheme from North Yorkshire. Permission has been granted to re-use these elements. Thanks to all the Nottingham City teachers who have contributed to this framework.

Pupils are given the opportunity to learn:

Year 4	Year 5	Year 6
Families and people who care for me • that there are different kinds of families and partnerships (RE3) • what makes a happy family (RE2)	**Families and people who care for me** • Recognising behaviours that are not healthy or safe in family relationships (RE2, RE6) • Identifying people who can help if family relationships are making them feel unhappy (RE6)	**Families and people who care for me** • that civil partnerships and marriages are examples of lifelong legal commitments that people in stable, loving relationships may choose to make (RE4, RE5) • that marriage and civil partnerships must be freely entered into by both people and they know the legal age when someone can make that commitment (RE5) • that forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage and they know people may get support for themselves or others (RE5) • understand the responsibilities of being a parent and the skills needed to parent effectively (RE1, RE2)
Caring friendships • how to demonstrate the features of good healthy friendships (RE8) • how to recognise who to trust and who not to trust (RE11)	**Caring friendships** • identify the qualities they have that make them a good friend (RE8) • identify the qualities that they value in a friend (RE8) • how to resolve differences, looking at alternatives, making decisions and explaining choices (RE10)	**Caring friendships** • that relationships may change over time and that new relationships and friendships can develop (RE7) • the skills needed to make new friends and manage changing friendships as they transition into secondary (RE10, RE11) • how to ensure that others feel included in their friendships (RE9)

Respectful relationships	**Respectful relationships**	**Respectful relationships**
• how to acknowledge that others have different points of view (RE12) • how to express their views confidently and listen to and show respect for the views of others (RE12, RE13) • the importance of being respectful to everyone (RE12) • to recognise and care about other people's feelings (RE12)	• what makes a healthy, respectful relationship (RE16) • about the different ways that people bully others and how bullying impacts on mental health and wellbeing (RE17) • the importance of not being a bystander to bullying and how to seek help (RE17) • recognise the difference between aggressive, assertive and passive behaviour (RE13) • explore the ways that one person may abuse another in a relationship (RE16, RE17) • identify where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31, RE32) • to value themselves and show self-respect (RE15)	• identify some strategies for resolving friendship and relationship disputes and conflict (RE10, RE13) • explore the consequences of discrimination, homophobia, transphobia, biphobia and racism on individuals and communities and how to respond to them and ask for help (RE12, RE16, RE17, RE18) • how to recognise and challenge discrimination, teasing, anti-social and aggressive behaviours, such as bullying, cyber-bullying, 'trolling' and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability) (RE12, RE16, RE17, RE18) • the nature, causes and consequences of hate crime (RE12, RE16, RE17, RE18) • identify where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31, RE32)
Online relationships	**Online relationships**	**Online relationships**
• how information and data is shared and used online (RE24) • identify when they may need to seek help with an online issue (RE22)	• the importance of showing people the same respect online as we show in face to face relationships (RE21) • how to recognise risks online (RE22, RE23, RE20) • how to report a concern online (RE22)	• what grooming is and how to get help if they, or someone they know, is being groomed (RE22, RE23) • that the person that they think they are communicating with on-line may not be who they say they are and may ask them to do inappropriate activities (RE20, RE23) • how to critically consider their online friendships (RE23) • how information and data is shared and used online (RE24)
Being safe	**Being safe**	**Being safe**
• about personal boundaries; they know what	• that the pressure to behave in an unacceptable,	• that the letters FGM stand for 'Female Genital

they are willing to share with special people, friends, classmates and others; and that we all have rights to privacy (RE25, RE26)	unhealthy or risky way can come from a variety of sources including people they know and the media (RE23, RE25, HE16) • understand the difference between appropriate and inappropriate physical contact and know when, where and how to seek help if they experience inappropriate touching (RE27)	Mutilation' and that changing or removing female private parts causes harm and is against the law if it happens to someone who lives in this country (RE27) • how to respond to challenges including recognising, managing and assessing risks in different situations and how to manage them responsibly, including judging what kind of physical contact is acceptable or unacceptable (RE19, RE27, RE28, RE29, RE30, RE32) • how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe is wrong including when to share a confidential secret (RE25, RE26, RE30, RE32)
Mental wellbeing • about strong emotions they may have in certain situations and how to manage these safely (HE2, HE4) • how to respond appropriately to other people's feelings (HE3) • about how change can provoke strong emotions HE3) • how to recognise their worth as an individual and the worth of other people (HE6) • how to identify positive things about themselves and recognise some of their mistakes and learn from them (HE6)	**Mental wellbeing** • how to deal positively with their feelings and recognise a range of emotions in others and can explain the intensity of their feelings to others (HE3) • what resilience is and have strategies they can use to build their own resilience (HE6) • be able to recognise when to seek support for their own or someone else's mental wellbeing (HE9)	• **Mental wellbeing** • how to recognise the signs of mental ill health (HE7, HE9, HE10) • know a range of strategies to maintain and improve mental wellbeing (HE5, HE6) • understand where and how to seek help if they are worried about their own or someone else's mental health and wellbeing (HE9, HE10)
Internet safety and harms • that not everything on the internet is true and know what to do if they access something	**Internet safety and harms** • how to recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a	**Internet safety and harms** • that a mobile phone and/or tablet should be used responsibly; e.g. safe keeping (looking after it) and safe user habits (time limits, use of passcode,

inappropriate (HE16, HE17) • the need to keep some information private in order to protect themselves when communicating online and implement strategies to do this (HE13) • to recognise that online communications may be used for manipulation or persuasion and they have ways of managing this including where to get help if they think some of their private information is on the internet HE15, HE17)	website (HE16) • how to use online tools safely to exchange information and collaborate with others within and beyond school e.g. sharing a picture or video online e.g. social media, YouTube. (HE11) • how some people use online technology to bully other people and they know how to seek help if this happens to them or a friend (HE15) • the potential risks of providing personal information in an increasing range of online technologies both within and outside school (HE13) • how to use a range of strategies to protect their personal information, including passwords, addresses and images of themselves and others (HE13) • how to present themselves safely online e.g. social media sites, online gaming (HE13) • the risks of online streaming and sending images of themselves online and how to respond if someone asks them to send an image of their naked body (RE22, HE15) • how computer games are classified and why (HE14)	turning off at night etc.) (HE12) • the need to use respectful language and know the legal consequences for sending offensive online communications (HE13, RE21) • how to critically examine what is presented to them in social media and why it's important to do so (HE16) • the importance of being careful in what they forward to others (HE13) • the consequences of sending naked images of themselves online and they are able to resist any pressure to do this (HE13) • how to get help with issues online and how to report concerns (HE17)
Physical health and fitness • knowledge of different types of physical activity and how these benefit the body and mind (HE18, HE19) • knowledge of who can help them if they are worried about their physical health (HE21)	**Physical health and fitness** • understand the risks of an unhealthy lifestyle (illness, obesity) (HE20) • be able to make small changes to increase the amount of activity in their daily routine (HE19)	**Physical health and fitness** • how to assess their level of physical activity and manage their time to include regular exercise (HE19) • understand the links between physical activity and mental wellbeing (HE5, HE18) • know who can help if they are worried about their health (HE21)

Healthy eating	Healthy eating	Healthy eating
• understand how to make a range of healthy food choices (HE22)	• know about the main components of a healthy diet (HE22) • understand possible consequences of poor diet (HE24)	• able to plan a healthy meal using the main food groups (HE23) • understand how healthy nutrition supports their growth and development as they move into adolescence (HE22)
Drugs, alcohol and tobacco • Understand some of the effects and risks of commonly used legal substances, e.g. caffeine, tobacco, and alcohol	**Drugs, alcohol and tobacco** • which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks (HE25)	**Drugs, alcohol and tobacco** • know some consequences of misusing medicines, alcohol, tobacco, drugs and other substances (HE25) • understand what is meant by the term 'habit' and why habits can be hard to change (HE25)
Health and prevention • about the importance of good oral hygiene and dental flossing, including regular check-ups at the dentist (HE29)	**Health and prevention** • understand the importance of good quality sleep and how this contributes to good physical and emotional health (HE28) • the increasing importance of good hygiene and regular washing during puberty and beyond (RE30)	**Health and prevention** • awareness of early signs of physical illness (HE26, HE27) • understand about the types of immunisation and vaccination and why they are important (HE31)
Basic first aid • awareness of when to make a call to emergency services and how to do this (HE32)	**Basic first aid** • How make a call to emergency services (HE32)	**Basic first aid** • how to deal with common injuries, including head injuries (HE33)
Changing adolescent body • some of the ways that their body and emotions will change through the process of puberty and how this is linked to reproduction (HE34) • the importance of keeping clean and hygienic when you begin the changes of puberty (HE34) • the scientific names for reproductive body parts including the special place inside a female	**Changing adolescent body** • awareness of the parts of the reproductive system in male and female bodies, (HE34) • the ways in which people grow and develop during puberty both physically and emotionally (HE34) • the stages of the menstrual cycle (HE35)	**Changing adolescent body** • how to maintain hygiene during puberty (HE30, HE35) • how to manage their periods (menstruation) and how to show understanding and respect to others who are menstruating (HE35) • understand the impact that puberty has on feelings

body called a uterus/womb (HE34, HE35) • basic information about periods and how to manage them (HE35) • information on what to do if they begin periods in school (HE35)	• how to manage menstruation (HE30, HE35) • how to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (HE2, HE4, HE34) • information on what to do if they begin periods in school (HE35) • understand terms relating to gender and gender identity, including transgender and non-binary.	and emotions (HE2, HE4, HE35) • information on what to do if they begin periods in school (HE35)
Sex education **N/A**	**Sex education** **N/A**	**Sex education** • some facts about human reproduction including conception, pregnancy and birth • that there are lots of things to consider before people choose to have a baby • awareness that pregnancy can be prevented through use of contraception • the age at which a person in the UK is able to consent to sexual activity and understand what consent is • terms relating to sexual orientation (for example heterosexual, gay, lesbian, bisexual, pansexual) • the characteristics of healthy romantic and intimate relationships

Year 4	Year 5	Year 6
Becoming an active citizen • what democracy means • why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school • how to recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers • how to begin to respond to, or challenge, negative behaviours such as stereotyping, homophobia, transphobia and biphobia and racism • that to resolve differences they need to respect other people's point of view and respect their decisions but be able to explain their choices and viewpoints • how their choices may impact on the environment • how to describe the values of the school and know why they are important • how to describe the 'British Values' and give examples of what they mean in school and in society • how to demonstrate respect and tolerance towards people different from their themselves	**Becoming an active citizen** • what democracy is and how a democratic government works • how to take part in democratic events in school (e.g.: voting for school council, mock election) • the consequences of breaking the law and how the criminal justice system works in the UK • how to access local and national support groups • how to talk and write about their opinions • that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability (The Equality Act 2010) • that circumstances in other countries and cultures may be different from our own • why some people have chosen to leave their country and migrate to the UK • the difference between economic migrant, asylum seeker and refugee • about Fair Trade and what it means • that individual and community rights and responsibilities need to be taken into account when making decisions (e.g.: public enquiries, planning decisions for new roads/housing, etc.) • that choices we make as individuals, a community and a nation impact internationally	**Becoming an active citizen** • how democracy works in the UK at a local, regional and national scale • that there are other forms of government that are not democratic and can give some examples of these • what being part of a community means and they can take part more fully in school and community activities • how to demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment • that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child • that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment • how to research, discuss and debate topical issues, problems and events • how to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation • how the media present information and that the media can be both a positive and negative influence • how to critique how the media present information • how to discuss controversial issues in a mature

	- to understand that 'poverty' might have different meanings to different people in different circumstances - how to recognise and challenge stereotypes - where to find impartial advice to inform their decision making and understand about media bias - how to talk and write about their opinions confidently and listen to and show respect for the opinions of others - how to resolve differences, looking at alternatives, making decisions and explaining choices	manner, such as terrorism, migration and racism.
Moving on - how to identify positive achievements during their time in Year 4 - how to identify their strengths, areas for improvement and set themselves some goals for Year 5 - how to explain what they are worried about and what they are looking forward to in Year 5 - what to expect when they start Year 5 - that the learning choices they make will affect their future options	**Moving on** - how to identify positive achievements during their time in Year 5 - how to identify their strengths, areas for improvement and set themselves some goals for Year 6 - how to explain what they are worried about and what they are looking forward to in Year 6 - what to expect when they start Year 6 - some of the ways of dealing with the feelings that sometimes arise from changes	**Moving on** - how to identify positive achievements during their time in Primary School - how to explain what they are worried about and what they are looking forward to in Year 7 - how to identify their strengths, areas for improvement and set themselves some goals for Year 7 - what to expect when they start Year 7 - to take part and reflect on a planned programme of transition to KS3 - how change can interfere with our feelings of belonging
Finance - how to demonstrate how to look after and save money	**Finance** - to make considered decisions about saving, spending and giving	**Finance** - how people's careers may vary and how they develop in different ways

• to begin to develop an understanding that people have different financial circumstances • how to begin to understand the different values and attitudes that people have with regard to money and that they may be different from theirs • find out about the range of jobs carried out by people they know • to explain how they will develop skills for work in the future	• how to differentiate between essentials and desires – needs and wants • what 'value for money' means and how to make informed choices to get 'value for money' • to assess 'best buys' in a range of circumstances • to understand and manage feelings about money, their own and others • about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and they are aware of some of the rights and responsibilities when it comes to treating people fairly • how they can develop skills to make a contribution in the future • to consider what they like, what they are good at and what they enjoy doing and can talk positively about their strengths • the importance of making a good impression when going through a selection process and they can demonstrate some of the skills required to do this • that there are a range of earnings for different job • that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc.)	• how to describe a range of local businesses and how they are run and the products and/or services they provide • that they have the same rights and opportunities in learning and work as other people. • that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act • how to recognise and start to demonstrate some of the key qualities and skills that employers are looking for • what does it mean to be enterprising • that money we earn also supports the community and how this happens