

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:

Reception	Year 1	Year 2	Year 3
<p>Families and people who care for me</p> <ul style="list-style-type: none"> • What a family is (RE1) • Identify who is in their family (RE3) 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> • about families and how they support children as they grow up (RE1, RE2) • that their family is special and unique and may be similar or different to their friends (RE3) • the range of people in their lives that support and care for them (RE4) 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> • to show respect for other people's families (RE3) • the different ways that people in families show love, and how they make each other feel safe and secure (RE1) • who to speak to if something is happening in their family that makes them feel unhappy or unsafe (RE6) 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> • about a range of family types that may be similar or different to theirs (this includes same sex, adoption, fostering, single parents) (RE3) • that marriage is one way that people might show their commitment to one another in a family (RE5)
<p>Caring friendships</p> <ul style="list-style-type: none"> • what friendship is (RE7, RE8) • what makes a good friend (RE8) 	<p>Caring friendships</p> <ul style="list-style-type: none"> • why friendships are important (RE7) • the skills of how to make friends (RE8) 	<p>Caring friendships</p> <ul style="list-style-type: none"> • about the qualities of a good friend (RE8) <p>the skills that make friendships work well, for example sharing, co-operative play, taking turns, permission-seeking/giving and listening (RE8, RE19)</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> • how to solve friendship problems (RE10) • how to welcome others into friendships and not leave people out (RE9)
<p>Respectful relationships</p> <ul style="list-style-type: none"> • why it is important to use good manners and be courteous to others (RE17) • how we can show good manners 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • about the many different relationships they have, for example those with family, friends, and teachers (RE13) 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • what bullying is and why it is wrong (RE17) • how to identify and respect differences and similarities between 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • recognise what bullying is and know some consequences of it (RE17) • ways to responding to bullying and

<p>and courtesy to others (RE17)</p> <ul style="list-style-type: none"> • what a relationship is (RE13) 	<ul style="list-style-type: none"> • about the many ways people may be similar and different to themselves (RE12) • what respect is and how to show respect for, and to, others (RE12) • demonstrate courtesy and use manners (RE14) • about behaviours that do not show respect and may cause hurt to others (RE17) 	<p>people of different ethnic, cultural and faith backgrounds (RE12)</p> <ul style="list-style-type: none"> • to show respect for others (RE12) • understand what a stereotype is (RE18) 	<p>other negative behaviours (RE17)</p> <ul style="list-style-type: none"> • how to listen to and show respect for the views of others (RE8) • They know the importance of valuing and respecting themselves and how this contributes to happiness (RE15) • how to recognise and challenge stereotypes, particularly in relation to gender (RE18) • understand about different genders and that all genders are equal (RE18)
<p>Online relationships</p> <ul style="list-style-type: none"> • basic rules for keeping safe online (RE22) 	<p>Online relationships</p> <ul style="list-style-type: none"> • basic rules for keeping safe online (RE22) 	<p>Online relationships</p> <ul style="list-style-type: none"> • understand some risks of using the internet and basic rules for keeping safe online (RE22) 	<p>Online relationships</p> <ul style="list-style-type: none"> • demonstrate skills for keeping safe online (RE22) • how to show respect when communicating online, e.g. email (RE21)
<p>Being safe</p> <ul style="list-style-type: none"> • identify the feelings of being unsafe (RE29) • be able to describe feelings of being unsafe and seek help from an appropriate grown-up (RE30) • know about school rules regarding safety, including around what kind of touch is appropriate (RE25, RE27) 	<p>Being safe</p> <ul style="list-style-type: none"> • the names for the main body parts (including 'private' parts – e.g. penis, testicles, vulva, vagina, nipples, anus - school to decide on which terms and when introduced) (RE27, RE31) • understand why some parts of their body are 'private' and should not be touched by others unless there is a medical reason or a trusted adult is helping them with hygiene (RE26, RE27) • about rules around touch (RE27) 	<p>Being safe</p> <ul style="list-style-type: none"> • identify the names for the main body parts (including 'private' parts – e.g. penis, testicles, vulva, vagina, nipples, anus – school to decide on which terms and when introduced) (RE27, RE31) • who they can go to if they are worried about anything and how to ask for help (RE32) • that individuals have rights over their own bodies, and that they are in charge of who and how someone touches them (RE27) 	<p>Being safe</p> <ul style="list-style-type: none"> • understand rules for basic road and rail safety • the difference between secrets and surprises and understand that some secrets should be told to a trusted adult (RE26) • how to judge what kind of physical contact is acceptable or unacceptable and if they are worried about something that has or may happen to any part of their body they know how to respond - including who they should tell and

	<ul style="list-style-type: none"> to name an adult they can go to if they are worried about anything (RE32) how to respond appropriately and safely to people they don't know (strangers) both on and offline (RE28) the importance of safety rules and recognising that these vary in different settings 	<ul style="list-style-type: none"> Awareness that there are parts of the body that should not be touched by others unless there are particular reasons why (RE27) what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others privacy; and when it is not ok to keep secrets (RE26) how to recognise if they feel unsafe (RE29) 	how to tell them (RE27)
<p>Mental wellbeing</p> <ul style="list-style-type: none"> Identify simple range of feelings in themselves and others (HE3) know who to go to if they need help with how they are feeling (HE9) 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> know vocabulary to describe a range of feelings (HE2) how to recognise their own feelings and those of others (HE3) recognise the things that make them feel happy and positive (e.g. physical activity, sleep, friends, hobbies, pets) (HE5, HE6) know when and how to seek support about their feelings (HE9) 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> know some safe and appropriate strategies for dealing with strong emotions, e.g. anger (HE3, HE4) awareness of ways that people can take care of themselves to support mental wellbeing (HE5, HE6) know some safe and positive ways to express feelings (HE4) recognise how others feel by observing face, body language and behaviour (HE2) 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> know the difference between mental wellbeing and mental ill health, and recognise that many people will experience mental ill health in their lives (HE1, HE10) how to recognise the normal range of human emotions and how they change in different situations (HE2) awareness of things that may impact on someone's mental wellbeing (HE7, HE8) about change and loss including separation, divorce and bereavement and the associated feelings (HE4)
<p>Internet safety and harms</p> <ul style="list-style-type: none"> know about how the internet is useful and the ways that it can be used (HE11) basic safety rules for using the internet in school and at home 	<p>Internet safety and harms</p> <ul style="list-style-type: none"> know some ways that the internet can be used to support learning in and out of school (HE11) ways to keep themselves safe online and to demonstrate some ways of reducing risk when playing 	<p>Internet safety and harms</p> <ul style="list-style-type: none"> that when people ask them for private information they don't share it online or in person without permission from a parent, carer or member of school staff (HE13) that some websites, games and 	<p>Internet safety and harms</p> <ul style="list-style-type: none"> understand the risks of communicating online and can demonstrate ways of reducing risk to ensure themselves and their friends are safe online when using websites, playing games, using

(HE13)	games (HE13)	social media sites may not be age-appropriate and they know what to do if they find something inappropriate online (HE14)	email/text/video chat (HE13, HE15) <ul style="list-style-type: none"> • how to ration time spent online and the benefits of this (HE12) • how to get help if they are worried about something online (HE17) • that some information in the media and online is not true (HE16)
Physical health and fitness <ul style="list-style-type: none"> • that their bodies are special and they can do lots of things to keep themselves healthy, including being active (HE18) 	Physical health and fitness <ul style="list-style-type: none"> • about the different ways that they are physically active in a day and how this helps to keep their bodies and minds healthy (HE18, HE19) 	Physical health and fitness <ul style="list-style-type: none"> • awareness of the wide range of ways that we can keep physically active and the reasons why this is needed (HE19, HE20) 	Physical health and fitness <ul style="list-style-type: none"> • Awareness of a range of practical ways to increase daily exercise levels, for example walking or cycling to school (HE19)
Healthy eating <ul style="list-style-type: none"> • recognise a variety of fruits and vegetables (HE22) • understand why eating fruit and vegetables every day is important (HE22) 	Healthy eating <ul style="list-style-type: none"> • about the range of fruits and vegetables and how they contribute to a healthy diet (HE22) • awareness of a variety of healthy snack choices (RE22) 	Healthy eating <ul style="list-style-type: none"> • be able to choose and prepare a healthy snack (RE22, RE23) • know the types of food that make up a healthy diet (HE22) • identify foods that should only be eaten occasionally and in moderation (HE22) 	Healthy eating <ul style="list-style-type: none"> • understand the importance of drinking water regularly and how much to drink (HE22) • aware of which foods may contribute towards tooth decay (HE24)
Drugs, alcohol and tobacco <ul style="list-style-type: none"> • what medicines are and why they are useful (HE25) • awareness of simple rules about medicines (HE25) 	Drugs, alcohol and tobacco <ul style="list-style-type: none"> • that some substances around the home are dangerous and can harm the body including household substances like dishwasher tablets (HE25) • that medicines are drugs that help us to get better and basic safety rules (HE25) 	Drugs, alcohol and tobacco <ul style="list-style-type: none"> • the role of medicines in promoting health, the reasons why people use them and the school rules on medicines (HE25) • that medicines can be harmful if not used properly (HE25) 	Drugs, alcohol and tobacco <ul style="list-style-type: none"> • understand that there are other substances that affect the body that are not medicines and are legal, e.g. caffeine, tobacco, alcohol (HE25)

<p>Health and prevention</p> <ul style="list-style-type: none"> • how to wash their hands properly and why this is important (HE30) 	<p>Health and prevention</p> <ul style="list-style-type: none"> • the importance of teeth cleaning and a simple cleaning routine (HE29) • the importance of hand washing and how to wash their hands well (HE30) • that some germs can be spread through sneezing and coughing and that we can prevent that by using tissues and washing hands (HE30) 	<p>Health and prevention</p> <ul style="list-style-type: none"> • that they have a responsibility for their own and others health (HE30) 	<p>Health and prevention</p> <ul style="list-style-type: none"> • the importance of keeping their skin protected from the sun and how to do this (HE27) • how to brush teeth effectively (HE29)
<p>Basic first aid</p> <ul style="list-style-type: none"> • when, and how, to seek help from an appropriate person if they or someone they know hurts themselves (HE33) 	<p>Basic first aid</p> <ul style="list-style-type: none"> • to recognise when it is appropriate to get help from an adult if someone is hurt (HE32) • to know a range of appropriate adults who they can approach for support (HE32) • to understand the rules for making a call to emergency services and how to make one (HE32) 	<p>Basic first aid</p> <ul style="list-style-type: none"> • about the special people (e.g. emergency services) who work in the community and who are responsible for looking after them and protecting them, how to contact these people when they or someone else needs their help including dialing 999 in an emergency (HE32) 	<p>Basic first aid</p> <p>N/A</p>
<p>Changing adolescent body</p>	<p>Changing adolescent body</p> <p>N/A</p>	<p>Changing adolescent body</p> <ul style="list-style-type: none"> • about the changes that have happened to their body since birth (HE34) • about the process of growing from young to old and how people's needs change (HE34) 	<p>Changing adolescent body</p> <p>(may consider some input around periods if relevant to pupils' needs)</p>
<p>Sex education</p> <p>N/A</p>	<p>Sex education</p> <p>N/A</p>	<p>Sex education</p> <p>N/A</p>	<p>Sex education</p> <p>N/A</p>

Reception	Year 1	Year 2	Year 3
<p>Becoming an active citizen</p> <ul style="list-style-type: none"> • how to take part in a simple class discussion using good listening and turn-taking • how to express their views about a topic • how to listen well to others 	<p>Becoming an active citizen</p> <ul style="list-style-type: none"> • How to express a simple opinion, agreement and disagreement • how to ask questions and listen to the answers • how they play a full part in the life of their classroom • how to agree and follow rules for their group and classroom • the role of the school council and they are able to vote for the members 	<p>Becoming an active citizen</p> <ul style="list-style-type: none"> • how to take part in discussions/simple debates with others about topical issues • that people and other living things have needs and recognise their own responsibility to meet those needs • how to contribute to the life of the class and the school • that they belong to different groups and communities i.e. school, family • what improves and harms the environment and about some of the ways people look after them • some ways to look after their environment 	<p>Becoming an active citizen</p> <ul style="list-style-type: none"> • how to participate in making and changing rules • why different rules are needed in different situations • that choices we make impact on the local, national and global communities • where to find impartial advice to inform their decision making • how to empathise with other people and situations through topical issues, problems and local and global events
<p>Moving on</p> <ul style="list-style-type: none"> • identify and celebrate positive achievements during their time in Reception • explain their feelings about moving to year 1, what they are worried about and what they are looking forward to • what to expect when they start Year 1 	<p>Moving on</p> <ul style="list-style-type: none"> • identify and celebrate positive achievements during their time in Year 1 • how to identify their strengths, areas for improvement and set themselves some goals for Year 2 • explain their feelings about moving to year 2, what they are worried about and what they are looking forward to • what to expect when they start Year 2 	<p>Moving on</p> <ul style="list-style-type: none"> • how to identify and celebrate positive achievements during their time in Year 2 • how to identify their strengths, areas for improvement and set themselves some goals for Year 3 • how to explain what they are worried about and what they are looking forward to in Year 3 • what to expect when they start Year 3 	<p>Moving on</p> <ul style="list-style-type: none"> • how to identify and celebrate positive achievements during their time in Year 3 • how to identify their strengths, areas for improvement and set themselves some goals for Year 4 • how to explain what they are worried about and what they are looking forward to in Year 4 • what to expect when they start in Year 4

<p>Finance</p> <ul style="list-style-type: none"> • know that you can exchange money for products in shops and online 	<p>Finance</p> <ul style="list-style-type: none"> • Identify the different coins and notes we use • that we have to pay for what we buy • how to keep money safe • that they don't have to spend their money but can save it to use later 	<p>Finance</p> <ul style="list-style-type: none"> • that we can pay for things in a range of ways and that even when not using cash, money is being used (including buying online and in-app purchase) • how to explain the difference between needs and wants • that it may not be possible to have everything you want, straight away, if at all 	<p>Finance</p> <ul style="list-style-type: none"> • how to look after and handle money in everyday situations • how to make simple financial decisions and consider how to spend money, including pocket money and contributions to charity • there are different ways to gain money, including earning it through work • reasons why we have charities
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