



Templemoor Infant and Nursery School Relationships and Sex Education Policy

Policy Adopted	13 th July 2021
Committee	Full Governing Body
Last Reviewed	Not Applicable
Next Reviewed	Summer Term 2022
Consultation with Parents	June and July 2021



Templemoor Infant and Nursery School Relationships and Sex Education Policy

1. Policy Development

This policy has been developed following extensive consultation with:

- The Senior Leadership Team
- Parents
- Staff
- Pupils
- The Governing Body

The consultation and policy development process involved the following steps:

- Review** – The Senior Leadership Team, PSHE, Science, Computing, PE and RE Leads pulled together all relevant information including national and local guidance. The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association.
- Staff Consultation** – All school staff were given the opportunity to look at the policy and make recommendations.
- Parent/Stakeholder Consultation** – A parent consultation group met with Senior Leaders to look at the policy and make recommendations. All parents were invited to make comments on the policy.
- Ratification** – Once amendments were made, the policy was shared with the full governing body and ratified.

2. Statutory Requirements

As a maintained infant and nursery school we **must** provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education but we do need to teach the parts of the science National Curriculum relating to humans and growth.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Templemoor Infant and Nursery School we teach RSE as set out in this policy.

All school staff, parents and carers have been made aware of this policy, which is available to view via the schools' website. Paper copies are also available at the school office.

3. Rationale

RSE is a powerful tool. It promotes self-worth, equality and diversity and gives children the skills to take responsibility for their own health and wellbeing.

The Ofsted (2019) framework states that 'primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'.

Our RSE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the ethos of our school and its status as a Rights Respecting School.

This policy is informed by the UN Convention on the Rights of the Child, with specific reference to:

- Article 2 (non-discrimination): The UN Convention applies to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 19 – 'Children have the right to be protected from being hurt'.
- Article 24 – 'Every child has the right to the best possible healthcare'.
- Article 29 – 'Education must develop every child's personality, talents and abilities to the full'.

4. The context of our school

Templemoor Infant and Nursery School is a two form entry infant school in Sale, Manchester. Levels of social deprivation are low. The school location deprivation indicator is in the least deprived of all schools. The majority of pupils (78%) are white British and speak English as a first language with 8% English as additional language. The percentage of pupils with SEN is 6%, with 1.5% of the school population having an EHCP. The school has 5% of its children eligible for Pupil Premium funding. We are proud to have diverse family structures represented in the school community. We are a Rights Respecting Silver school and we ensure that relationships education represents and meets the needs of all children within our school community.

5. Definitions

a) Relationships Education

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and with adults. It aims to enable children to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and to recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to stay safe on and offline in the digital world in which they live and how to report any concerns, worries or abuse and where to access help when needed.

b) Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Mental wellbeing is a part of daily life, in the same way as physical health. The knowledge, skills, language and attributes needed to promote positive mental health are delivered through focused mindfulness sessions where the children begin to learn vocabulary for feelings and to recognise these feelings in themselves and others and this is something that we are implementing in order to support the children's understanding of feelings. Other areas included within the heading of Health Education are:

- Internet safety
- Physical health & fitness
- Healthy eating

- Dangerous substances

c) Our approach to Relationships and Sex Education (RSE)

Relationship education forms part of Sex and Relationship Education but in the Early Years and in KS1 the focus is on **relationships education**. Although **we do not** teach sex education, we do cover 'Being Safe' as an aspect of the statutory Relationships Education curriculum which includes learning related to privacy and safeguarding. For example, we deliver the NSPCC PANTS teaching resources. Basic life cycles are taught within the science curriculum (e.g. life cycles, hatching chicks) in Reception and Key Stage 1.

6. Aims

The aims of relationships education at our school are:

- to develop self-respect and empathy for others
- to foster self-awareness and a sense of moral responsibility
- to learn to make choices based on an understanding of difference and with an absence of prejudice
- to learn to manage emotions and relationships with confidence and sensitivity
- to develop an appreciation of the consequences of choices made
- to raise pupils' self-esteem and confidence, especially in their relationships with others;
- to learn the value of respect, love and care.
- to help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- to develop skills in personal relationships, e.g. friendships, building of self-esteem, communication, assertiveness
- to provide the confidence to be participating members of society and to value themselves and others;
- to develop skills for a healthier safer lifestyle
- to manage conflict
- to respect and care for their bodies
- to generate an atmosphere where children feel safe to ask questions and raise concerns
- to lay the foundation for future learning at Key Stage 2

7. The Curriculum

Our bespoke curriculum is set out as per Appendix 1. This may be adapted as and when necessary.

Our curriculum takes into account the age, needs and feelings of pupils.

8. Delivery of Relationships and Health Education

As a Rights Respecting Silver School we teach relationships and health education through reference to the UN Convention of the rights of a child. Relationships Education is taught through the PSHE curriculum and through the Early Years Foundation Stage Curriculum, as well as through the computing and religious education (RE) curriculum. Aspects of health education are also taught within the science and P.E. curriculum.

The PSHE Curriculum

Our PSHE Curriculum teaches children using these core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The Science Curriculum

At Key Stage 1 the children learn:

1. that animals, including humans, have offspring which grow into adults.
2. Find out about and describe the basic needs of animals, including humans, for survival (water, food, air).
3. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
4. to identify, name, draw and label the basic parts of the human body (including in Year 2, penis and vagina).

The Physical Education Curriculum

Our PE curriculum teaches RSE in the context of health and hygiene. We aim for all children to engage in high quality physical activity which allows them to develop and refine movement and physical skills. Through our PE curriculum, children develop knowledge about healthy lifestyles and fitness as well as the skills to become physically confident. PE builds on our values teaching, particularly that of resilience, as children learn to persevere with challenges and work cooperatively and collaboratively to achieve an end goal.

The Computing Curriculum

We recognise that children are growing up in a world where the internet will be a key part of their lives with benefits and risks. We aim to equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them.

The Religious Education Curriculum

At Templemoor Infant and Nursery School we teach the children about a wide range of different religious beliefs through the EYFS curriculum, and in Key Stage One through focused R.E. lessons and weekly assemblies. We follow the Trafford SACRE Agreed Syllabus for Religious Education.

Templemoor Learning Powers

Our school learning powers help children when thinking about the qualities of a good person and being a good learner and they link very closely with the school Rights Respecting and Growth Mindset ethos.

Tough Tortoise – Helps us to persevere and to keep going.

Resourceful Squirrel – Helps us to try to find things out for ourselves and makes good use of the resources around us to support our learning.

Safe Spike – Helps us to know how to keep ourselves safe.

Healthy Henry – Helps us make the right choices with our food and exercise and NOT forgetting our mental state of mind.

Wise Owl – Helps us to think carefully about how to overcome obstacles in our learning.

Respectful Raccoon – Helps us with being respectful towards others at all times.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (e.g. looked after children).

9. Links with the Wider Community

There are a range of people in the community who may be able to support relationships and health education e.g. the school nurse, health visitors, nurses, doctors, dentists, the police, health related organisations etc. These external agencies can give the pupils access to a wide range of experience and expertise, new resources and different approaches to learning. The use of any external agency must be planned to enhance the provision within school and agreed with the SLT. Visitors should be aware of the School's policy on visitors coming into school. Schools should ensure that the professionals adopt a consistent approach similar to that of teaching staff and are aware of the statutory requirements and relevant school policies.

10. Morals, Values and Equalities Framework

Relationships Education strives to promote acceptance and end discrimination in line with the Equalities Act, 2010. Templemoor Infant and Nursery School is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The relationships and health curriculum will reflect the values of our school/PSHE programme.
- The relationships programme reflects our ethos, and encourages children to explore cultural perspectives in a respectful way.
- Relationships and health education will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

11. Roles and responsibilities

a) The Governing Board

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

b) The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

c) Staff

Staff are responsible for:

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

d) Pupils

Pupils are expected to engage fully in relationships education and, when discussing issues, treat others with respect and sensitivity.

12. Parents and the right to withdrawal

Guidance states that all parents should be consulted and involved in discussions about sex education and the 'right to withdraw' relates to the RSE curriculum. As we do not teach sex education at Templemoor Infant and Nursery School this does not apply. Relationships Education and Health Education fall within the statutory National Curriculum. Parents do not have the right to withdraw their children from relationships education.

13. Inclusion

In support of the school policies for Race Equality, Equal Opportunities and Inclusion and SEND, and The Equality Act 2010, all pupils, regardless of age, ability, gender or race have the same opportunity to benefit from Health and Relationships Education, resources and teaching methods. High quality teaching that is differentiated and, where appropriate, personalised is the starting point to ensure accessibility.

14. Confidentiality

Although an atmosphere of trust is encouraged, teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Headteacher as the designated person for Safeguarding, or by one of the deputy Designated Safeguarding Leads. Child Protection procedures will always be followed.

15. Answering questions and sensitive issues

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers should endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from a member of the Senior Leadership Team.

16. Training

Staff are trained on the delivery of RSE as part of our continuing professional development.

17. Monitoring arrangements

The delivery of RSE is monitored by the SLT and PSHE Lead through learning walks, pupil and staff feedback, book looks, planning monitoring, floor books.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

18. Policy review and evaluation

The views of pupils and staff who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. This policy will be reviewed by staff and governors at least every three years.

Related Policies:

- Child Protection and Safeguarding Policy
- Rights Respecting Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- PSHE Policy
- E-safety Policy
- Science Policy
- P.E. Policy
- Religious Education Policy

Appendix 1

Overview of The Statutory RSE Objectives For the End Of Primary

Relationships Education

Families + People Who Care For Me	<p>Pupils should know:</p> <ul style="list-style-type: none">*that families are important for children growing up because they can give love, security and stabilitythe characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up*that marriage represents 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 Relationships	<p>Pupils should know:</p> <ul style="list-style-type: none">*how important friendships are in making us feel happy and secure, and how people choose and make friendsthe characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful Relationships	<p>Pupils should know:</p> <ul style="list-style-type: none">*the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefspractical steps they can take in a range of different contexts to improve or support respectful relationships*the conventions of courtesy and manners*the importance of self-respect and how this links to their own happiness*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authorityabout different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help*what a stereotype is, and how stereotypes can be unfair, negative or destructive*the importance of permission-seeking and giving in relationships with friends, peers and adults
Online Relationships	<p>Pupils should know:</p> <ul style="list-style-type: none">*that people sometimes behave differently online, including by pretending to be someone they are not*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymousthe rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them*how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met*how information and data is shared and used online

Being Safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) about the concept of privacy and the implications of it 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 physical, and other, contact *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know *how to recognise and report feelings of being unsafe or feeling bad about any adult *how to ask for advice or help for themselves or others, and to keep trying until they are heard, *how to report concerns or abuse, and the vocabulary and confidence needed to do so where to get advice, for example family, school or other sources
------------	---

Health Education

Mental Wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> *that mental wellbeing is a normal part of daily life, in the same way as physical health *that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations *how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings *how to judge whether what they are feeling and how they are behaving is appropriate and proportionate the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness *simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests *isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing *where and how to seek support (including recognising the triggers for seeking support), including whom 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) *it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet Safety & Harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> *that for most people the internet is an integral part of life and has many benefits about the benefits of rationing 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 effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private *why social media, some computer games and online gaming, for example, are age restricted that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health *how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted *where and how to report concerns and get support with issues online
Physical Health & Fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> *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	<p>Pupils should know:</p> <ul style="list-style-type: none"> *what constitutes a healthy diet (including understanding calories and other nutritional content) *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)
Drugs & Tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> *the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use + drug-taking
Health & Prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> *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 good health and that a lack of sleep can affect weight, mood and ability to learn *about dental health and the benefits of good oral hygiene and dental flossing, including 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 science relating to allergies, immunisation and vaccination
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> *how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing Adolescent Body	<p>Pupils should know:</p> <ul style="list-style-type: none"> *key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes *about menstrual wellbeing including the key facts about the menstrual cycle

Appendix 2: Templemoor Infant and Nursery School

PSHE Long Term Curriculum Plan



	Families and friendships	Belonging to a community	Respecting ourselves and others	Money and work	Media literacy and digital resilience	Safe relationships	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Nursery	<p>Starting Nursery and separating from parent/ carer.</p> <p>Making new friends and building relationships with adults and peers.</p> <p>Begin to introduce routines.</p> <p>Belonging to a colour team.</p> <p>My family. Special time/ events for family or friends.</p>	<p>Our Nursery.</p> <p>People who are familiar.</p> <p>Different occupations.</p> <p>Embed routines</p>	<p>Being respectful</p> <p>Class charter-expected rules of behaviour e.g. putting coat on own peg, picking up other coats if knocked them down.</p>	<p>Food Bank</p> <p>Toast Tuesdays</p> <p>Different jobs that grown ups do</p>	<p>Introduction to touch screens and white board.</p> <p>Discussions about face time with family members.</p> <p>E-safety</p>	<p>NSPCC Pants</p> <p>Being able to say no (in context) and to stand up for yourself.</p> <p>Staying safe with Safe Spike</p>	<p>Hand washing</p> <p>My Happy Mind</p> <p>The Colour Monster, sticks and cups</p> <p>-Yoga poses related to -sticky kids</p> <p>Science week</p> <p>Healthy minds and healthy bodies week</p>	<p>Wow moments</p> <p>Tough Tortoise</p> <p>History Week: Parents Day</p> <p>Grand parents Day</p> <p>Transition into Reception</p>	<p>Nursery rules inside and out.</p> <p>Safe Spike.</p> <p>Internet safety.</p> <p>Road Safety.</p> <p>Stranger danger</p>
Reception	<p>Starting Reception and separating from parent/ carer.</p> <p>Making new friends and building relationships with adults and peers.</p> <p>Belonging to a</p>	<p>Our school.</p> <p>Tour of the school and meeting different members of the school community.</p> <p>Embed routines</p>	<p>Being respectful</p> <p>Class Charter</p> <p>Celebrations</p>	<p>Food bank</p> <p>Toast Tuesdays</p> <p>Healthy Minds & Healthy Bodies – different jobs in the community.</p> <p>Reward system</p>	<p>Introduction to I-pads and white board.</p> <p>Discussions about face time with family members.</p> <p>E-safety</p>	<p>NSPCC Pants</p> <p>Staying safe with Safe Spike</p>	<p>My Happy Mind</p> <p>The Colour Monster, sticks and cups</p> <p>-yoga</p> <p>-Charanga</p> <p>-i-moves</p> <p>-PE- sports hub</p> <p>School nurse – hand washing</p> <p>Science week</p>	<p>Wow moments</p> <p>Tough Tortoise</p> <p>Growth mindset-setting goals</p> <p>History Week</p> <p>Measuring children at the start of the year and compare</p>	<p>E safety</p> <p>Reception rules inside and outside including the Lookout.</p> <p>Stranger danger</p>

	<p>class in Reception, Bees and Ladybirds.</p> <p>My family and how families are different. Family customs and routines.</p> <p>Taking steps to resolve conflicts with others.</p>						Healthy minds and healthy bodies week	Transition into Year 1.	
Year 1	Roles of different people; families; feeling cared for	What rules are; caring for others' needs; looking after the environment	How behaviour affects others; being polite and respectful	Strengths and interests; jobs in the community	Using the internet and digital devices; communicating online	Recognising privacy; staying safe; seeking permission	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong, moving class and year group	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help.	Belonging to a group; roles and responsibilities; being the same and different in the community	Recognising things in common and differences; playing and working coop-relatively; sharing opinions	What money is; needs and wants; looking after money	The internet in everyday life; online content and information	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving to Moorlands	Safety in different environments; risk and safety at home; emergencies

Appendix 3: Templemoor Infant and Nursery School PSHE Termly Overview



Autumn: Relationships/Living in the Wider World	Spring: Living in the Wider World/ Relationships	Summer: Health and Wellbeing
Unicef Rights Respecting Award Article 3 The best interests of the child must be a top priority in all things that affect children. Article 12 Every child has the right to have a say in all matters affecting them and to have their views taken seriously. Article 15 Every child has the right to meet with other children and to join groups and organisations. Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Article 28 Every child has the right to education. Article 29 Education must encourage the child's respect for human rights, their own and other cultures and the environment. Article 30 Every child has the right to learn and use the language, customs and religion of their family.	Unicef Rights Respecting Award Article 4 Governments must do all they can to make sure that every child can enjoy their rights. Article 14 Every child has the right to think and believe what they want and to practice their religion. Article 17 Every child has the right to reliable information from the media. Article 24 Every child has the right to the best possible health. Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Article 29 Education must encourage the child's respect for human rights, other cultures and the environment. Article 32 Governments must protect children from work that may harm their health.	Unicef Rights Respecting Award Article 13 Every child must be free to say what they think. Article 16 Every child has the right to privacy. Article 17 Every child has the right to reliable information from the media. Article 24 Every child has the right to the best possible health. Article 28 Every child has the right to an education. Article 31 Every child has the right to relax and play. Article 34 Governments must protect children from sexual abuse and exploitation Article 36 Governments must protect children from all other forms of bad treatment.
Key Vocabulary/Concepts fair, safe, respect, democracy, equality	Key Vocabulary/Concepts Global citizenship, Fairtrade, campaign, human rights, sustainable development	Key Vocabulary/Concepts dignity, trust, global goals
Core Learning Powers Respectful Raccoon Safe Spike Resourceful Squirrel	Core Learning Powers Wise Owl Resourceful Squirrel Tough Tortoise	Core Learning Powers Healthy Henry Tough Tortoise
Key Events Create Rights Respecting Classroom Charters Set up Recycling Stations and classroom monitors Elect Rights Respecting Leaders International Dot Day – 15 th September 2021 National Poetry Day – 7 th October 2021 World Food Day – 16 th October 2021	Key Events Review Class Charters Review Recycling Stations and classroom monitors World Religion Day – 16 th January 2022 Chinese New Year (Tiger) – 1 st February 2022 Safer Internet Day – 8 th February 2022 World Book Day – 3 rd March 2022	Key Events Review Class Charters Review Recycling Stations and classroom monitors Healthy Minds and Healthy Bodies Week – 3 rd to 6 th May 2022 Walk to School Week – 20 th to 25 th May 2022 World Refugee Day – 20 th June 2022

Divali - 4 th November 2021 Armistice Day - 11 th November 2021 Anti-Bullying Week – 15 to 19 th November 2021 World Children's Day 20 th November 2021	Children's Mental Health Week – 4 th to 11 th February 2022 International Schools Meals Day - 10 th March 2022 British Science Week - 11 to 20 th March 2022 World Water Day - 22 nd March 2022 World Health Day - 7 th April 2022	Eid – 9 th July 2022 Reception and Key Stage One Sports Day – July 2022 Transition between classes internally - July 2022 Year 2 transition to Junior School – June to July 2022
Global and Local Charities Support Sale Food Bank (food collection) Support Wood Street Mission (books, toys and clothes) Support Homelessness in Manchester charities (Mustard Tree/Crisis at Christmas) Unicef Collection (World Children's Day) Christmas Show collections (Teenage Cancer Trust)	Local Charities Toiletries (homelessness in Manchester)	Global charities Made with Hope

Appendix 4 – Year 1 and Year 2 Strand Coverage.

Templemoor Infant and Nursery School PSHE Coverage by Strand – Year 1



HEALTH AND WELLBEING				
STRAND - HEALTHY LIFESTYLES				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
H1	about what keeping healthy means; different ways to keep healthy	Summer 1	e.g. P.E. – Weekly	Healthy Minds and Healthy Bodies Week – Summer Term 2022
H2	about foods that support good health and the risks of eating too much sugar	Summer 1		
H3	about how physical activity helps us to stay healthy; and ways to be physically active everyday	Summer 1		
H5	simple hygiene routines that can stop germs from spreading	Summer 1		
H8	how to keep safe in the sun and protect skin from sun damage	Summer 1		
H9	about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	Summer 1		
H10	about the people who help us to stay physically healthy	Summer 1		
STRAND – MENTAL HEALTH				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
H11	about different feelings that humans can experience	Summer 2		

H12 how to recognise and name different feelings	Summer 2		
H13 how feelings can affect people's bodies and how they behave	Summer 2		
H14 how to recognise what others might be feeling	Summer 2		
H15 to recognise that not everyone feels the same at the same time, or feels the same about the same things	Summer 2		
STRAND – OURSELVES, GROWING AND CHANGING			
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered
H21 to recognise what makes them special		Summer 2	
H22 to recognise the ways in which we are all unique		Summer 2	
H23 to identify what they are good at, what they like and dislike		Summer 2	
H24 how to manage when finding things difficult		Summer 2	
H27 about preparing to move to a new class/year group		Summer 2	
STRAND – KEEPING SAFE			
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered
H28 about rules and age restrictions that keep us safe		Summer 3	
H32 ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely		Summer 3	
H34 basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them		Summer 3	

H35 about what to do if there is an accident and someone is hurt	Summer 3		
H36 how to get help in an emergency (how to dial 999 and what to say)	Summer 3		
STRAND – DRUGS, ALCOHOL AND TABACCO			
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered
H6 that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy		Summer 1	

RELATIONSHIPS				
STRAND – FAMILIES AND CLOSE POSITIVE RELATIONSHIPS				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
R1	about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	Autumn 1		
R2	to identify the people who love and care for them and what they do to help them feel cared for	Autumn 1		
R3	about different types of families including those that may be different to their own	Autumn 1		
R4	to identify common features of family life	Autumn 1		
R5	that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	Autumn 1		
STRAND – FRIENDSHIPS				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
R6	about how people make friends and what makes a good friendship	Autumn 3		
STRAND – MANAGING HURTFUL BEHAVIOUR AND BULLYING				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
R10	that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	Spring 3		
STRAND – SAFE RELATIONSHIPS				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
R13	to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	Spring 3		
R15	how to respond safely to adults they don't know	Spring 3		
R16	about how to respond if physical contact makes them feel uncomfortable or unsafe	Spring 3		

R17 about knowing there are situations when they should ask for permission and also when their permission should be sought	Spring 3		
STRAND – RESPECTING SELF AND OTHERS			
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered
R21 about what is kind and unkind behaviour, and how this can affect others		Autumn 3	
R22 about how to treat themselves and others with respect; how to be polite and courteous		Autumn 3	

LIVING IN THE WIDER WORLD				
STRAND – SHARED RESPONSIBILITIES				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
L1 about what rules are, why they are needed, and why different rules are needed for different situations		Autumn 2		
L2 how people and other living things have different needs; about the responsibilities of caring for them		Autumn 2		
L3 about things they can do to help look after their environment		Autumn 2		
STRAND – COMMUNITIES				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
L4 about the different groups they belong to		Autumn 2		
STRAND – MEDIA LITERACY AND DIGITAL RESILIENCE				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
L7 about how the internet and digital devices can be used safely to find things out and to communicate with others		Spring 2		
L8 about the role of the internet in everyday life		Spring 2		
STRAND – ECONOMIC WELLBEING: MONEY				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
L10 what money is; forms that money comes in; that money comes from different sources		Spring 1		
STRAND – ECONOMIC WELLBEING: ASPIRATIONS, WORK AND CAREER				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
L14 that everyone has different strengths		Spring 1		
L15 that jobs help people to earn money to pay for things		Spring 1		

L16 different jobs that people they know or people who work in the community do	Spring 1		
L17 about some of the strengths and interests someone might need to do different jobs	Spring 1		

Templemoor Infant and Nursery School
PSHE Coverage by Strand – Year 2



HEALTH AND WELLBEING				
STRAND - HEALTHY LIFESTYLES (PHYSICAL WELLBEING)				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
H4 about why sleep is important and different ways to rest and relax		Summer 1	e.g. Mindfulness – Weekly Science – Spring Term 1	Healthy Minds and Healthy Bodies Week – Summer Term 2022
H7 about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health		Summer 1		
STRAND – MENTAL HEALTH				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
H16 about ways of sharing feelings; a range of words to describe feelings		Summer 1		
H17 about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)		Summer 1		
H18 different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good		Summer 1		
H19 to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it		Summer 1		
H20 about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better		Summer 1		
STRAND – OURSELVES, GROWING AND CHANGING				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
H25 to name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)		Summer 2		
H26 about growing and changing from young to old		Summer 2		

and how people's needs change				
H27 about preparing to move to a new school		Summer 2		
STRAND – KEEPING SAFE				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
H29 to recognise risk in simple everyday situations and what action to take to minimise harm		Summer 3		
H30 about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)		Summer 3		
H32 ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely		Summer 3		
H33 about the people whose job it is to help keep us safe		Summer 3		
H34 basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them		Summer 3		
H35 about what to do if there is an accident and someone is hurt		Summer 3		
H36 how to get help in an emergency (how to dial 999 and what to say)		Summer 3		
STRAND – DRUGS, ALCOHOL AND TABACCO				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
H6 that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy		Summer 1		
H31 that household products (including medicines) can be harmful if not used correctly		Summer 3		
H37 about things that people can put into their body or on their skin; how these can affect how people feel		Summer 3		

RELATIONSHIPS				
STRAND – FAMILIES AND CLOSE POSITIVE RELATIONSHIPS				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
R1 about the roles that different people (e.g. acquaintances, friends and relatives) play in our lives		Autumn 1		
R5 that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried		Autumn 1		
STRAND – FRIENDSHIPS				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
R6 about how people make friends and what makes a good friendship		Autumn 1		
R7 about how to recognise when they or someone else feels lonely and what to do		Autumn 1		
R8 simple strategies to resolve arguments between friends positively		Autumn 1		
R9 how to ask for help if a friendship is making them feel unhappy		Autumn 1		
STRAND – MANAGING HURTFUL BEHAVIOUR AND BULLYING				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
R10 that bodies and feelings can be hurt by words and actions; that people can say hurtful things online		Autumn 3		
R11 about how people may feel if they experience hurtful behaviour or bullying		Autumn 3		
R12 that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable;		Autumn 3		

how to report bullying; the importance of telling a trusted adult				
STRAND – SAFE RELATIONSHIPS				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
R13.	to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	Spring 3		
R14	that sometimes people may behave differently online, including by pretending to be someone they are not	Spring 3		
R15	how to respond safely to adults they don't know	Spring 3		
R16	about how to respond if physical contact makes them feel uncomfortable or unsafe	Spring 3		
R18	about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	Spring 3		
R19	basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	Spring 3		
R20	what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	Spring 3		
STRAND – RESPECTING SELF AND OTHERS				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
R23	to recognise the ways in which they are the same and different to others	Autumn 3		
R24	how to listen to other people and play and work cooperatively	Autumn 3		
R25	how to talk about and share their opinions on things that matter to them	Autumn 3		

LIVING IN THE WIDER WORLD				
STRAND – SHARED RESPONSIBILITIES				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
L2	how people and other living things have different needs; about the responsibilities of caring for them	Autumn 2		
STRAND – COMMUNITIES				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
L4	about the different groups they belong to	Autumn 2		
L5	about the different roles and responsibilities people have in their community	Autumn 2		
L6	to recognise the ways they are the same as, and different to, other people	Autumn 2		
STRAND – MEDIA LITERACY AND DIGITAL RESILIENCE				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
L8	about the role of the internet in everyday life	Spring 2		
L9	that not all information seen online is true	Spring 2		
STRAND – ECONOMIC WELLBEING: MONEY				
POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
L10	what money is; forms that money comes in; that money comes from different sources	Spring 1		
L11	that people make different choices about how to save and spend money	Spring 1		
L12	about the difference between needs and wants; that sometimes people may not always be able to have the things they want	Spring 1		
L13	that money needs to be looked after; different ways of doing this	Spring 1		
STRAND – ECONOMIC WELLBEING: ASPIRATIONS, WORK AND CAREER				

POS	Pupils learn...	Term Covered	Links across the curriculum and term covered	Links to Key Events
L15 that jobs help people to earn money to pay for things		Spring 1		