

Watchfield Primary School



At Watchfield We **'SOAR'**: We are **Successful**, **Original**, **Aspirational** and **Resilient**

Relationships, Sex and Health Education (RSHE) Policy (Incorporates PSHEe & Citizenship and Drugs Education)

Date Written: May 2023

Date of Review: May 2025

Headteacher: S.Wilson

Chair of Governors: D.Sheldon

Introduction

Current local and national guidance has been used to inform this policy i.e:

- DfE Relationships Education
- Relationships and Sex Education (RSE) and Health Education 2020 Guidance
- Drugs Guidance 2004
- Equality Act 2010
- Keeping Children Safe in Education 2020

The policy has been written by the RSHE/PSHEe Coordinator in close consultation with the Headteacher intended for all school stakeholders i.e. teachers, teaching assistants, governors, parents, external agencies. It has considered views from parents, pupils, staff, governors and the wider community. It has been approved by the Local Governing Body for our school.

This policy covers our approach to teaching relationships, health and sex education (RSHE). Additionally, it covers our Personal, Social, Health and Economic education (PSHEe) & Citizenship Education and Drugs Education, as these all interlink. It will be reviewed every two years, or sooner if the RSHE curriculum is amended, in response to emerging themes, changing pupil needs or introduction of new legislation and local and national guidance.

Pupil, staff and parent feedback will inform the review and assessment data and evidence of delivery will be used to evaluate whether the curriculum is meeting the intended outcomes. Parents will be informed about the policy through an RSHE information session for parents and a link on the school website.

Aims and Objectives

At Watchfield Primary School, we believe that RSHE and PSHEe should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community with our high warmth/high boundary approach. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that all children experience the process of democracy through participation in our elections e.g. for School Council, Eco Rep responsibility and House Captains and Vice Captains. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. In Key Stage 2 we offer pupils the opportunity to develop many leadership and citizenship skills.

RSHE and PSHEe and Citizenship are reflected in the values and ethos of the school. The school ethos embodies the values held by the school's communities and provides the platform for life in and beyond the school itself. The school's vision statement is '**At Watchfield We SOAR**' (we are **S**uccessful, **O**riginal, **A**spirational and **R**esilient) and this belief underpins the teaching and learning.

The school follows a value each term. These are: Care, Respect, Happiness, Belief, Confidence and Pride. Each value underpins assemblies and various work throughout the term, creating high level principles for pupils. The school has also developed the 'Watchfield Wonderbrains' to encourage improved independent learning skills and promote a growth mindset amongst the children. The seven learning characters are based on learning skills that we wish to embed in our children to become successful lifelong learners. These are: confidence, curiosity, imagination determination, concentration, aspiration, teamwork and communication.

Relationships, health and sex education includes learning about the emotional, moral, social and physical aspects of growing up and relationships. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSHE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSHE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSHE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support positive, healthy and safe relationships and ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect. Along with developing knowledge and skills to encourage positive and healthy choices.
- Providing protection from shock or guilt, giving pupils the opportunity to learn about risks and keeping themselves safe.
- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Relationships Education in primary school teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary. At Watchfield Primary School, we will be teaching Sex Education in Upper Key Stage 2, to allow the children an understanding about reproduction (see Sex Education section- page 6).

The RSHE curriculum ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. We use the 'KAPOW!' scheme to base our topics, lessons and teaching on. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Elements of the RSHE curriculum are a statutory and a requirement to teach in order for the school to meet the latest government RSHE guidance, Relationships Education, Relationships and Sex Education and Health Education curriculum 2020, Keeping Children Safe in Education 2020 and The Equalities Act, 2010. It is important to teach RSHE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior

learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSHE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world. The overview (Appendix 1) shows our intended RSHE curriculum. This may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning in. If this is the case, parents/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

The objectives of RSHE and PSHEe and Citizenship are to enable the children to:

- know and understand a healthy lifestyle
- be aware of safety issues (personal safety and responsibility)
- understand what makes for good relationships with others and to be able to develop effective and appropriate relationships
- have respect for self and others and learn to respect the differences between people
- be independent and responsible members of a community, such as school
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal, financial and social issues
- make the most of their abilities
- develop good relationships with other members of the community

Alongside this we will;

- Help our children to learn about human development, healthy relationships and sexuality which is age and developmentally appropriate to the maturity of the child.
- Teach sexuality in a moral framework which emphasises stable relationships and a healthy family life.
- Encourage pupils to develop a positive view of themselves and respect others.
- Help pupils to understand that they have rights over their own bodies.
- Help pupils recognise pressure in all its forms and develop strategies to resist and overcome this.
- Give pupils skills to recognise and manage risks both in the real and online worlds, ensuring they are keeping themselves safe.
- Support pupils to understand how to keep their bodies and minds healthy and what they can do to improve their health and wellbeing.
- Provide opportunities for all pupils to access learning appropriate to their needs.

The content from the statutory Relationships Education, Relationships and Sex Education and Health Education curriculum 2020 is shown in Appendix 2. This provides us with the information about what must be taught by the end of primary school.

RSHE will mainly be taught by class teachers, using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSHE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live

safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources. RSHE is taught in cross curricular ways where possible, with links to Science, Computing, RE and PE.

We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events such as international week, assemblies for parents and involvement in helping other individuals/groups less fortunate than themselves. We have a whole school Positive Behaviour Policy which is based upon five rules which were agreed upon in consultation with pupils (refer to Behaviour Policy). The rules enable all children to choose whether to behave appropriately and to understand the consequences of not doing so. We offer children the opportunity to hear visiting speakers, such as health workers, Police Community Support Officers and school crossing patrol officers, whom we invite into the school (e.g. during our annual whole-school safety week) to talk about their role in creating a positive and supportive local community. We participate in the national Anti-Bullying Week every year, to raise awareness of issues of bullying and support children to develop skills to recognise bullying if they see it and what to do to tackle it. Anti-bullying strategies are also incorporated into day-to-day teaching life and assemblies.

At Watchfield Primary School, we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the senior leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question. Teachers will also work closely with the school's pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Appendix 3 shows the glossary about the language and vocabulary we are using in RSHE lessons and also the vocabulary taught to each year group. The children will be taught biological names for the private parts for boys and girls in Science in Year 1 when learning about body parts. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships and Health Education compulsory in all primary schools. Therefore, parents are unable to withdraw their child from the Relationships and Health Education teaching. Parents have a right to withdraw their child from sex education being taught at primary school. If a parent wishes to withdraw their child from sex education, they can request this in writing to our Headteacher.

Sex Education

Sex Education is part of the Relationships and Health Education and Personal, Social, Health and Economic education (PSHEe) curriculum in our school and our Science curriculum, both of which have been incorporated into our theme based, flexible curriculum. When we inform our pupils through RSHE about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSHE as a means of promoting any form of sexual orientation or behaviour.

Aims and Objectives

We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- the importance of family life
- moral questions
- relationship issues
- respect for the views of other people
- personal safety, and what they should do if they are worried about any sexual matters

Context

While RSHE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work in school.

In particular, we teach about RSHE in the belief that:

- RSHE is part of a wider process of social, moral, spiritual and cultural education
- Children should be taught to have respect for their own bodies
- The school's role is to build confidence, self-esteem and interpersonal skills
- Children must learn to appreciate the fact that people are not all the same and that we all need to respect each other
- It is important to build positive relationships with others, involving trust and respect

Sex Education is taught to all Upper Key Stage 2 children. Children with individual needs or learning difficulties will be considered to ensure awareness and understanding is appropriately met. Children with SEN will be pre-taught as appropriate.

Staff teach children about relationships and help them to develop skills, and we encourage children to discuss issues. We encourage the children to ask for help if they need it. We teach about the parts of the body, using correct biological language (See Appendix 3).

In Science lessons (within our themes) we follow the guidance material in the National Curriculum for Science due to the strong link between RSHE/PSHEe and Science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about

the main external parts of the body. We teach that humans and other animals can produce offspring which grow into adults. In Key Stage 2 we teach that life processes common to humans and other animals include growth and reproduction. We teach about the main stages of the human life cycle and changes during puberty. Staff will use appropriate resources for teaching RSHE which have been approved by the Headteacher and these resources will be differentiated as appropriate to address the needs of children with special needs in order for them to have full access to the content of sex and relationship education. We use the KAPOW! scheme to support our teaching. Evaluation of the RSHE programme and teaching will be considered, thinking about reactions and overall understanding of the topic.

The Role of Parents

The school is well aware that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

To promote this objective we:

- Inform parents about the school's policy, practice and teaching, particularly in Years 5 and 6
- Answer any questions that parents may have about the RSHE taught to their child
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSHE in the school
- Inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home
- Liaise with parents about pre-teaching children with SEN using appropriate materials

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education teaching within Relationships Education. However, parents cannot request pupils be taken out of the Sex Education statutory elements in the Science Curriculum. If a parent wishes their child to be withdrawn from RSHE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSHE teaching.

Safeguarding

Teachers conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care

professionals (see also Safeguarding policy). Any safeguarding concerns raised during RSHE lessons, or at any time, will be addressed and dealt with in accordance with our safeguarding procedures.

Ground Rules/Distancing

Before RSHE lessons an agreed set of ground rules is discussed so that children feel comfortable to discuss feelings and experiences. For example, using stories to introduce aspects of RSHE; talking in general about 'children your age' or 'adults like me'.

The correct use of language is used when discussing biological terms. Please see Appendix 3 for the glossary about the language and vocabulary we are using.

Drugs Education

Terminology

The term 'drugs' is used throughout this section to refer to all drugs:

- all illegal drugs (those controlled by the Misuse of Drugs Act, 1971)
- all legal drugs, including alcohol and tobacco and also volatile substances (those giving off a gas or vapour which can be inhaled)
- all medicines, whether over-the-counter or on prescription

Watchfield Primary School Statement

Watchfield Primary School believes that the presence of unauthorised drugs in our school is not acceptable. We want our school to be a safe place for us all to learn and the presence of unauthorised drugs represents a threat to our health and safety.

Objectives of Drugs Education

Drugs education should enable pupils to develop their knowledge, attitudes and understanding about drugs, and to appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. It should:

- build on knowledge and understanding
- provide accurate information and clear up misunderstandings
- explore attitudes and values and examine the risks and consequences of actions relating to drugs
- ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed by parents, governors and staff

Drugs Education

We regard drugs education as a whole-school issue and we believe that opportunities to teach about the importance of a healthy lifestyle occur naturally throughout the curriculum but especially in Science, Relationships, Sex & Health Education, PSHEe and citizenship, RE and PE. There are also opportunities in Circle Time.

Teaching about drugs begins in Key Stage 1, when pupils are taught about the importance of medicines and their safe handling and use. In Key Stage 2 pupils will learn that alcohol is the most widely used drug. We will ensure that our pupils are aware of the risks associated with drinking. We teach pupils that smoking is hazardous to health and encourage them to consider the effects and risks.

We recognise that learning is most effective when it addresses the development of knowledge, attitudes and skills together and when teaching and learning are participative and active. We use a variety of teaching styles that are characterised by active learning. We find out what the children know already, we pose dilemmas and we get the children to discuss choices. Wherever possible the information we give is visually reinforced. We use drama, role-play or ICT to demonstrate various strategies and scenarios. In short, we seek to engage our pupils. We give them the opportunity to talk to groups or to the whole class. We encourage them to listen to the views of others and we ask them to explore why drugs are such a problem for society.

We aim to teach all pupils about drugs, however different their attainment levels and however diverse their requirements. We recognise that pupils with special educational needs may be more vulnerable,

that different communities have different attitudes towards drug abuse and that some pupils may have drug-abusing parents/family members.

Drugs education takes place during normal lesson time. Sometimes a class teacher will seek support from the school nurse or another health professional. In teaching this we follow the DfE and LA guidelines. Lessons that focus on drugs education form part of a sequence of lessons that are designed to promote a healthy lifestyle.

Drugs at School

Where children have medical needs, parents must give us details of the child's condition and medication. Only prescription medication i.e. medication with a label from the doctor for that child should be brought to school. Parents will bring the medication to school in a secure, labelled container. Records will be kept of all medication received and given. Emergency medication may be stored securely in the classroom (for anaphylaxis or asthma); other drugs will be stored securely in the school office.

Solvents and other hazardous chemicals must be stored securely, in line with CoSHH regulations, to prevent inappropriate access, or use by pupils. Teachers are cautious with solvent-based Tippex, with aerosols, with glues and with board-cleaning fluids, which should not be accessible to pupils.

Legal drugs i.e. prescription medication may be legitimately brought to/used in school only when authorised by the Headteacher and these should be kept securely and out of sight and reach of children. Members of staff who smoke must keep their tobacco, matches/lighters or e-cigarettes secure - ideally, these should not be brought into the building i.e. kept locked in their vehicle where possible. Smoking is not permitted anywhere on the school site.

Alcohol to be consumed at community or parent events will be stored securely beforehand. To sell alcohol we must be licensed under the Licensing (Occasional Permissions) Act, 1983. Otherwise, alcohol should not be consumed on the premises.

The Role of Parents

The school is well aware that the primary role in children's drugs education lies with parents. We wish to build a positive and supporting relationship with the parents of our pupils, through mutual understanding, trust and cooperation.

To promote this objective we will:

- Ensure that drugs education information is available for parents to view at anytime
- Answer any questions parents may have about the drugs education their child receives in school; involve outside agencies if necessary

When an incident concerning unauthorised drugs has occurred in school and a pupil is involved, we will inform the parents and explain how we intend to respond to the incident, following appropriate procedures and policies depending on the incident.

Staff will use their professional judgement in regard to discharging a pupil to the care of an intoxicated parent, particularly when the parent intends to drive the pupil home. Staff will suggest an alternative arrangement. The focus will be the pupil's welfare and safety. Where the behaviour of an intoxicated parent is considered to place a child at risk, or the parent or carer becomes abusive or violent, staff may activate safeguarding procedures and possibly involve the police (See School's Code of Conduct).

Inclusion

The school will actively support the social and emotional well-being of all children. RSHE content will be accessible to all pupils, including those with special educational needs and disabilities (SEND). Our teachers and Pastoral Care Team provide learning opportunities matched to the individual needs of children with additional needs. We relate the Public Sector Equality Duty to our school, ensuring positive action is in place to deal with particular disadvantages affecting groups with protected characteristics e.g. providing additional learning opportunities for pupils with SEND.

When teaching RSHE and PSHEe & citizenship, teachers take into account the targets set for the children in their Pupil Profiles, some of which may be directly related to RSHE and PSHEe and citizenship. Where appropriate, we provide bespoke nurture groups, self-esteem groups, social skills/friendship groups and groups to support children with any other specific concern e.g. anxiety.

We work with outside agencies to provide specific counselling and/or alternative provision for children with identified needs. Teachers will assess the needs of SEND pupils and ensure appropriate support is in place and provide additional learning opportunities where necessary. Liaison will take place with parents to ensure children's needs are being met.

For pupils who learn in more depth, teachers will provide additional challenges and opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Our school promotes inclusion and celebrates difference. Family diversity will be represented throughout the school to represent our wider society, including same-sex parents, single parents, adoption and fostering, children living with grandparents, siblings or wider family. Resources and teaching will reflect this to ensure all children feel valued, included and represented. Stereotypes will be challenged around gender in RSHE, PSHEe and the wider curriculum and school ethos, so all pupils feel recognised, respected, equal and understand the importance of respecting others.

The Early Years Foundation Stage

We teach Personal Social and Emotional Development (PSED) in Nursery and Reception classes as an integral part of our daily work in all areas of the curriculum. We relate the PSED aspects of the children's work to the Development Matters statements and Early Learning Goals set out in the Curriculum Guidance for the Early Years Foundation Stage. Early Years children participate in regular circle time activities to develop speaking and listening skills. We build PSED into everyday life, including manners at snack time, sharing and looking after our toys and each other. Healthy eating and lifestyles are also learnt about in Early Years, linking PSED to physical development.

Monitoring and Review

Our RSHE and PSHEe and citizenship leader is responsible for monitoring of teaching and learning in this subject. Our leader supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school

Our teachers assess the children's work in RSHE and PSHEe and citizenship by making informal judgements, as they observe them during lessons. Pupils' learning will be assessed at the end of every topic through informal assessments and self-evaluations. This will ensure that pupils are making

sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year.

Sensitive Issues

If questions are asked which are felt to be inappropriate to a whole class setting the teacher would talk to the child on an individual basis. It may be deemed inappropriate to answer certain questions in which case advice may be sought from Senior Leaders. Involvement with parents would take place as and when it was felt necessary depending on the need. The teacher or member of staff concerned will maintain a child's confidentiality unless the disclosure needs to be reported as a safeguarding concern. Any issues relating to safeguarding children need to be discussed with the Designated Safeguarding Lead or alternatively the Deputy Designated Safeguarding Lead.

Links to other Policies:

- Equality
- Special Educational Needs
- Safeguarding and Child Protection
- E-Safety
- Behaviour & Anti- Bullying
- Attendance
- Curriculum & Assessment
- Teaching and Learning Practice, including: Science, RE & PE
- Monitoring and Evaluation Cycle

Appendices

Appendix 1- Our school's curriculum overview

Appendix 2- End of primary school curriculum

Appendix 3- Glossary of language and vocabulary used in each year group

Appendix 1 - Our school's curriculum overview (Taught Through the KAPOW! Teaching Resource)

	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Reception /EYFS	<ul style="list-style-type: none"> Identifying my feelings Feeling jars Coping strategies Describe feelings Facial expressions Creating a calm corner 	<ul style="list-style-type: none"> My family Special people Sharing I am unique My interests Similarities and differences 	<ul style="list-style-type: none"> Why do we have rules? Building towers Team den building Grounding Team races Circus skills 	<ul style="list-style-type: none"> Simon says Listening to a story Pass the whisper Obstacle races Blindfold walk Treasure hunt 	<ul style="list-style-type: none"> Festivals Sharing What makes a good friend? Being a good friend Teamwork Celebrating friendships 	<ul style="list-style-type: none"> What is exercise? Yoga and relaxation Looking after ourselves Being a safe pedestrian Eating healthily A rainbow of food

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> Introduction to RSE What is family? What are friendships? Family and friends help and support each other Making friends Friendship problems Healthy Friendships 	<ul style="list-style-type: none"> Introduction to RSE Families offer stability and love Families are all different Managing friendships Unhappy friendships Valuing me Manners & courtesy Loss and change 	<ul style="list-style-type: none"> Introduction to RSE Healthy families Friendships - conflict Effective communication Learning who to trust Respecting differences Stereotyping 	<ul style="list-style-type: none"> Introduction to RSE Respect & manners Healthy friendships My behaviour Bullying Stereotypes Families in the wider world Loss and change 	<ul style="list-style-type: none"> Introduction to RSE Build a friend Resolving conflict Respecting myself Family life Bullying 	<ul style="list-style-type: none"> Introduction to RSE Respect Developing respectful relationships Stereotypes Bullying Being me Loss and change
Health and wellbeing	<ul style="list-style-type: none"> Wonderful me What am I like? • Ready for bed Relaxation Hand washing & personal hygiene Sun safety Allergies People who help us stay healthy 	<ul style="list-style-type: none"> Experiencing different emotions Being active Relaxation Steps to success Growth mindset Healthy diet Dental health 	<ul style="list-style-type: none"> My healthy diary Relaxation Who am I? My superpowers Breaking down barriers Dental health 	<ul style="list-style-type: none"> Diet and dental health Visualisation Celebrating mistakes My role My happiness Emotions Mental health 	<ul style="list-style-type: none"> Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety 	<ul style="list-style-type: none"> What can I be? Mindfulness Taking responsibility for my health Resilience toolkit Immisation Health concerns Creating habits The effects of technology on health
Citizenship	<p>Responsibility</p> <ul style="list-style-type: none"> Rules Caring for others: Animals The needs of others <p>Community</p>	<p>Responsibility</p> <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment <p>Community</p>	<p>Responsibility</p> <ul style="list-style-type: none"> Rights of the child Rights and responsibilities Recycling <p>Community</p>	<p>Responsibility</p> <ul style="list-style-type: none"> What are human rights? Caring for the environment <p>Community</p> <ul style="list-style-type: none"> Community groups 	<p>Responsibility</p> <ul style="list-style-type: none"> Breaking the law Rights and responsibilities Protecting the planet <p>Community</p>	<p>Responsibility</p> <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others <p>Community</p>

Our PSHE and RSHE curriculum is also enhanced by:

- Our whole school vision: 'At Watchfield We *SOAR*' (we are successful, original, aspirational and resilient),
- Half-termly whole school values (care, respect, happiness, belief, confidence and pride),
- Weekly themed assemblies,
- Weekly Circle Time sessions and day to day discussions with children.
- Developing a growth mindset and developing learning to learn traits through the use of our Watchfield Wonderbrains,
- Use of pupil leadership opportunities (School Council, Eco Council and Sunshine Friends - Peer Mediators)

Appendix 2 - End of primary school curriculum

From Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2020

Relationships Education:

By the end of primary school:

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the 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.

* Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the 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

Pupils should know:

- 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 beliefs.
- practical 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 authority.

- about 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

Pupils should know:

- 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 anonymous.
- the 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

Pupils should know:

- 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 e.g. family, school and/or other sources.

Health Education

By the end of primary school:

Mental wellbeing

Pupils should know:

- 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 and harms

Pupils should know:

- 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 and fitness

Pupils should know:

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

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- 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, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for 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

Pupils should know:

- 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

Pupils should know:

- 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 3 - - Glossary of language and vocabulary used in each year group

RSHE Glossary

Sex - Being born with the 'private parts' of a boy or a girl.

Girl - Someone born with the 'private parts' of a girl (vagina and vulva).

Boy - Someone born with the 'private parts' of a boy (penis and testicles).

Intersex - Someone born with some of the 'private parts' of both a boy and girl.

Transgender - Feeling a different gender to the sex you were born. Someone born with the 'private parts' of a boy, who feels like a girl. Someone born with the 'private parts' of a girl, who feels like a boy.

Gay- Two men who love each other or two women who love each other.

Lesbian- Two women who love each other.

Gender- Whether you describe yourself as a boy or a girl.

Pangender- Someone who does not feel like a boy or a girl.

Cisgender - Feeling the same gender as the sex you were born. Being born with a penis and feeling like a boy. Being born with a vagina and feeling like a girl.

Sexuality -Who you are attracted to.

Bisexual -Someone who is attracted to both men and women.

Homophobic/homophobia - judging gay and lesbian people as 'wrong' or 'less than'.

Biphobic/biphobia- judging bisexual people as 'wrong' or 'less than'.

Transphobic/ transphobia- judging transgender people as 'wrong' or 'less than'.

Foetus- the collection of cells that grow into a baby.

Puberty- a time when we change from being a child to being a young adult. The body and emotions are very busy during puberty. There are a lot of physical and emotional changes during puberty.

Egg- a single cell that splits into two cells. It's released from the ovaries.

Anus- the hole in your bottom, the opening allows your bowel movements to come out.

Genitals- private parts for boys and girls.

Penis- The private part for a boy.

Penis- The penis is made of soft spongy tissue and hangs down. Sometimes it fills with blood creating an erection. This is where the penis grows longer, wider and sticks out from the body. Sperm is released from the tip of the penis.

Testicles- Two balls, that hang in a bag outside the body, just behind the penis. Sperm is made inside the testicles.

Scrotum - Protective sacks of skin that hold the testicles.

Urethra- A thin tube inside the penis that is used for sperm to travel from inside the body to the tip of the penis. This is the same tube that is used for urine to pass from inside the body to the tip of the penis, but it is not possible for the body to mix up the sperm and urine.

Sperm ducts- Narrow flexible tubes that take the sperm from the epididymis to the urethra.

Epididymis- Each testicle is connected to its own epididymis. This is where the sperm that has been made is stored.

Foreskin- Loose skin, covering the tip of the penis. When the penis is erect, the foreskin stretches so the end of the penis is exposed.

Vulva- The private part for a girl, everything on the outside that you can see.

Year 6- Vulva- A word used to describe all of the soft skin (clitoris, labia, opening to vagina).

Vagina - everything on the inside of the private part of a girl's body.

Year 6- Vagina- A stretchy tube-shaped muscle. The penis slides into the vagina during sexual intercourse. A baby is born out of the mother's body, through the vagina.

Uterus- The uterus looks like a small, upside down pear. It is made of strong muscles and is hollow inside. The uterus leads to the vagina.

Womb- another word for uterus, it is a hollow, pear shape organ.

Fallopian tube - The tubes that lead from the ovaries to the uterus. Once a month when an ovary releases an egg, it travels down the fallopian tube to the uterus.

Ovaries- Two small sacks, inside the body that are roughly the size of a large strawberry. They contain the eggs.

Labia- Two sets of soft folds of skin (labia is the Latin word for lips) that cover the clitoris and opening to vagina.

Clitoris- a small pea sized lump that can feel sensitive to touch.

Menstruation- when a girl begins to have periods. An egg is released from the ovaries every month and passes through the womb, leaving the body with the womb lining and blood.

Period - when blood comes from inside the body out through the vagina and this lasts a few days every month.

Breasts- the extra tissue that develops on their chest as they grow older.

Vaginal discharge - white, sticky fluid that can come out of the vagina.

Semen - a mixture of sperm and fluid, a white sticky fluid.

Sperm - like microscopic tadpoles, it's the male reproductive cell in the form of a fluid. One sperm can fertilise the egg to make a baby.

Erection- when the penis becomes stiff and stands upright.

Ejaculation- the release of sperm.

Wet dream - involuntary ejaculations of semen when you sleep. Boys may get an erection whilst they are asleep, and sometimes release sperm. A wet dream is caused because the male body has started to produce sperm, which is stored in the testicles. Some boys may find a sticky wet patch on clothes or bed sheets. Wet dreams are a natural part of growing up and a sign that the body is preparing for becoming an adult. It is also natural to never experience a wet dream.

Sexual intercourse - The physical activity that a man and a woman do to conceive a baby where a man's penis slides into a woman's vagina.

Conception- A woman releases an egg from her ovary every month. It travels down the Fallopian tube and into the womb. Sperm is ejaculated from the erect penis into the vagina. The sperm swims from the vagina to the womb. If the sperm reaches an egg, one sperm will fertilise the egg to make a baby.

Themes and key words for each year group:

RSE & PSHE vocabulary

EYFS

Self regulation: My feelings

- Emotions**
 The range of feelings that someone can have, such as happiness or anger.
- Feelings**
 Emotions that a person can have.

- happy
- sad
- angry
- calm
- scared
- loved
- happy
- cheerful
- positive
- delighted
- smiley
- sad
- unhappy
- upset
- gloomy
- miserable
- angry
- cross
- annoyed
- frustrated
- furious
- loving
- caring
- supportive
- affectionate
- friendly
- calm
- peaceful
- quiet
- still
- relaxed
- scared
- nervous
- anxious
- worried
- unsure
- worried
- excited
- surprised
- tired
- proud
- shy
- bored
- sorry

RSE & PSHE vocabulary

EYFS

Building relationships: Special relationships

- Family**
 A unit of people joined together.
- Love**
 Feelings of affection and care.
- Friend**
 Someone you like and enjoy spending time with.
- Share**
 To have or use something at the same time as someone else.
- Unique**
 Something original and unlike anything else.
- Interests/Hobbies**
 Activities or subjects you enjoy or want to know more about.
- Similar**
 Something that is nearly the same as another thing.
- Different**
 Something that is not the same as something else.
- Diversity**
 Recognising and valuing difference.
- valuable
- special
- different
- sharing
- take turns
- timer
- passion
- like
- dislike
- enjoy
- special
- individual
- same

RSE & PSHE vocabulary

EYFS

Listening and following instructions

- Listening**
 Hearing and understanding what someone is saying to you.
- Persevere**
 To keep on going, even though things might be difficult.
- Team**
 A group of people all working together towards the same aims.
- explain
- instructions
- odd
- different
- clue
- friends
- truth
- feelings
- honest

My family and friends

- Festival**
 A day or period of celebration, usually for cultural or religious reasons.
- Celebration**
 A special event that has been organised to celebrate something.
- Turn-taking**
 In conversation or in a game, allowing the other person to speak and have a go, and then having your turn and repeating this process.
- Support**
 To help someone when they are going through tough times or are upset.
- special event
- religion
- culture
- beliefs
- tradition
- kind
- polite
- fun
- gentle
- good listener
- trust
- helps
- snatch
- rough
- unkind
- compliment
- loved
- appreciated
- collaborate
- work together
- encourage
- party
- relationship

RSE & PSHE vocabulary

EYFS

Managing self: My wellbeing

- Exercise**
 Being physically active and moving your body.
- Breathing**
 Air moving in and out of the lungs.
- Heart-rate**
 The speed at which the heart is beating.
- Health**
 Physical health means that your body is well. Mental health is related to your emotions.
- Relaxation**
 Resting your body and mind.
- Independence**
 Being able to do something by yourself, without help.
- Pedestrian**
 A person who travels by walking, rather than in a vehicle.
- movement
- healthy
- heart
- lungs
- brain
- bones
- muscle
- yoga
- meditate
- pose
- care
- wellbeing
- routine
- balanced
- diet
- energy
- superfood
- hazard
- crossing
- sensible
- aware

RSE & PSHE vocabulary

Year 1

Families and relationships

- **Behaviour**
The way that somebody acts around other people
- **Care**
Looking after someone or something
- **Emotions**
The range of feelings that someone can have, such as happiness or anger
- **Family**
A unit of people joined together by blood, marriage, or other means including adoption or a close social bond
- **Feelings**
Emotions that a person can have
- **Friend**
Someone you like and enjoy spending time with
- **Friendly**
Being nice or kind to someone
- **Problem**
A difficult matter or situation
- **Stereotype**
An oversimplified view or idea about something, often someone, which is often untrue and many people might believe
- **Permission**
Allowing someone to do a particular thing.

Health and wellbeing

- **Allergy**
A strong reaction to something (e.g. certain foods, pollen)
- **Emotions**
The range of feelings that someone can have, such as happiness or anger
- **Feelings**
Emotions that a person can have
- **Germ**
A very small living thing which can make us ill
- **Ill (poorly)**
Not feeling well because of an illness or disease
- **Qualities**
The personality traits that make someone who they are
- **Relax**
To rest or take a break

RSE & PSHE vocabulary

Year 1

Safety and the changing body

- **Accident**
Something that happens unintentionally
- **Drug**
A substance which changes the way the body, and sometimes the mind works, and can have a positive or negative effect (medicines are drugs)
- **Emergency**
When someone is badly hurt, very ill or there has been a bad accident
- **Hazards**
Dangerous or risky things that should be avoided if possible
- **Medicine**
Something you take to make you better if you are ill
- **Physical contact**
One person touches another
- **Polite**
Respectful and considerate behaviour towards others
- **Respect**
Being thoughtful and polite towards other people, or admiring someone because of their qualities or what they have achieved
- **Role**
A particular job you do as part of a larger task, or the part you play in it
- **Trust**
Relying on someone to do something for you, such as keeping something safe for you

RSE & PSHE vocabulary

Year 1

Citizenship

- **Care**
Looking after someone or something
- **Democracy**
A system of government where everyone can vote for who they want to represent them
- **Different**
Something that is not the same as something else
- **Fair**
Treating everyone equally
- **Pet**
An animal we look after and care for in our homes
- **Responsibility**
Being in charge of our own actions
- **Rule**
Something that tells us what is allowed or not allowed
- **Similar**
Something that is nearly the same as another thing
- **Unique**
Something original and unlike anything else
- **Vote**
A choice for a person or thing

Economic wellbeing

- **Banks and building societies**
Look after your money and can lend you money that you have to pay back
- **Cash**
Physical money such as notes or coins
- **Earn**
To get money for doing something, such as a job
- **Save**
Keeping money for something special or for the future
- **Skill**
The ability to do something well
- **Spend**
Buying something with money
- **Value**
How much a coin or note is worth

RSE & PSHE vocabulary

Year 2

Families and relationships

- **Friendship**
A special bond between yourself and a friend
- **Love**
Feelings of affection and care
- **Manners**
A way of behaving that shows respect towards other people

Previously covered:
Emotions (Y1), Family (Y1), Feelings (Y1), Stereotype (Y1), Respect (Y1)

Health and wellbeing

- **Diet**
The food we eat
- **Exercise**
Movement of the body for our health and fitness
- **Goal**
Something you want to achieve
- **Growth mindset**
Believing that we can achieve things if we work hard. 'I can't do it yet!'
- **Healthy**
Being well, both physically and mentally
- **Physical activity**
Something that requires someone to move their body
- **Relaxation**
Doing calming activities such as having a bath or reading a book
- **Skill**
The ability to do something well
- **Strengths**
The things we are good at

Previously covered:
Emotions (Y1), Feelings (Y1)

RSE & PSHE vocabulary

Year 2

Safety and the changing body

- **Medicine**
Something you take to make you feel better when you are ill
- **Pedestrian**
A person walking to travel somewhere
- **Private**
Something personal or secret
- **Secret**
Something that is not supposed to be known about or seen by anyone
- **Surprise**
An unexpected fact or event
- **Penis**
The male external sex organ
- **Testicles/testes**
Produce sperm and male sex organs
- **Vulva**
The external female sex organs
- **Vagina**
The tube inside a woman connecting the womb to the vulva

RSE & PSHE vocabulary

Year 2

Citizenship

- **Election**
An event where people vote
- **Environment**
The local surroundings or place a person lives or works in
- **Identity**
Who someone is and how they define themselves
- **Job**
Paid work carried out on a regular basis
- **Opinion**
What a person thinks about something
- **Rule**
Something that tells us what is allowed or not allowed
- **School council**
A group of children who help make school better
- **Volunteer**
A person who offers to help out with tasks or activities without getting paid
- **Vote**
A choice for a person or thing

Previously covered:
Responsibility (Y1)

Economic wellbeing

- **Coins**
Official disks of metal used as money
- **Need**
Something that we need or require to survive, rather than just simply 'want'
- **Notes**
Official printed paper which is used as money
- **Priority**
Something that should come before anything else
- **Want**
Something we would like to have

Previously covered:
Banks and building societies (Y1), Cash (Y1), Earn (Y1), Save (Y1)

RSE & PSHE vocabulary

Year 3

Families and relationships

- **Bullying**
To cause repeated physical or emotional pain to somebody
- **Communicate**
To interact with other people through words or body language
- **Empathy**
To be considerate and understanding of other people's feelings
- **Open questions**
Questions that do not have simple one word answers
- **Similar**
Something that is nearly the same as another thing
- **Solve**
To find an answer to a problem
- **Sympathy**
Feeling sad for someone when something bad happens to them
- **Trust**
Relying on someone to do something for you, such as keeping a secret or keeping something safe for you

Previously covered:
Stereotype (Y2)

Health and wellbeing

- **Alone**
Being by yourself
- **Balance**
A variety of different things or an equal amount of something
- **Barriers**
Obstacles that stop us achieving our goals
- **Belonging**
Feeling comfortable and at home in a certain situation or place
- **Identity**
Who someone is, how they define themselves
- **Lonely**
Feeling sad because you are alone
- **Resilience**
Willingness to try even when things get really hard
- **Boundaries**
An invisible line that defines what behaviours an individual finds acceptable.

Previously covered:
Diet (Y2), Healthy (Y2), Relax (Y1)

RSE & PSHE vocabulary

Year 3

Safety and the changing body

- **Allergic**
Having a reaction to a substance (e.g. food, pollen)
- **Anaphylaxis**
Having an acute or severe allergic reaction
- **Bullying**
To cause repeated physical or emotional pain to someone
- **Casualty**
Someone who has an injury
- **Choice**
A decision between one or more choices
- **Cyberbullying**
Bullying that occurs through the internet
- **Decision**
Making a choice
- **Distraction**
Something that prevents us from concentrating on something else
- **Fake**
Something that is not real but is pretending to be
- **Influence**
To have an effect on someone else's decision making
- **Injuries**
Damages to the body

RSE & PSHE vocabulary

Year 3

Citizenship

- **Charity**
An organisation that raises money for those in need
- **Community**
A group of people in the same area, or have things in common
- **Consequence**
The result of an action, usually one that is negative or involves punishment
- **Council**
A group of people who manage a city, county or organisation
- **Councillor**
A member of a council
- **Law**
Rules enforced by government that define what we can and can't do
- **Recycling**
Converting waste into reusable materials
- **Rights**
A set of actions and principles that are entitled to someone
- **United Nations/UN**
An international organisation founded in 1945 after World War 2 which aims to maintain international peace and security, human rights and better standards of living

Previously covered:
Democracy (Y1), Responsibility (Y1), Environment (Y2)

Economic wellbeing

- **Budget**
A specific and limited amount of money you have to manage and spend
- **Expense**
The cost of something
- **Feeling**
A physical or emotional response to something
- **Qualification**
The skills or experience you have
- **Stereotype**
An oversimplified view or idea about something, often someone, that is often untrue and many people might believe

Previously covered:
Save (Y1), Spend (Y1)

RSE & PSHE vocabulary

Year 4

Families and relationships

- **Act of kindness**
Doing something nice for someone
- **Authority**
A person with high status and decision making power
- **Bereavement**
Mourning or grieving someone who has died
- **Boundaries**
Physical or mental limits that someone establishes to protect themselves from getting hurt
- **Bystander**
Someone who watches something without getting involved
- **Permission**
Allowing someone to do something once they have asked first

Previously covered:
Bullying (Y3), Manners (Y2), Respect (Y1), Stereotype (Y1)

Health and wellbeing

- **Fluoride**
A chemical found in toothpaste that helps keep our teeth strong and healthy
- **Mental health**
Our psychological and emotional wellbeing
- **Negative emotions**
Emotions that make us feel sad or angry
- **Positive emotions**
Emotions that make us and others around us feel happy
- **Visualise**
To create an image of something in the mind

Previously covered:
Healthy (Y2), Relaxation (Y2), Resilience (Y3), Skill (Y2)

RSE & PSHE vocabulary

Year 4

Safety and the changing body

- **Age restriction**
Something restricted from access until you are a certain age
- **Asthma**
A common lung condition that causes breathing problems
- **Law**
Rules enforced by the government that define what we can and cannot do
- **Protect**
To keep someone safe from something
- **Puberty**
The physical and emotional changes of a child becoming an adult
- **Public**
Something that is open to anybody
- **Tobacco**
A plant grown for its leaves which contains a highly addictive drug called nicotine
- **Breasts**
Enlarged soft parts of a female's chest which produce milk for a baby
- **Genitals**
The external sex organs. The word 'genitals' is used for both males and females.

Previously covered:
Private, Penis (Y2), Testicles/Testes (Y2)

RSE & PSHE vocabulary

Year 4

Citizenship

- **Authority**
A person with high status and decision making power
- **Cabinet**
A group of councillors who have responsibility for different things
- **Council officer**
A person who works for a council, not an elected member
- **Diversity**
Recognising and valuing difference
- **Human rights**
Specific rights which belong to every person
- **Local government**
The elected party who govern and make decisions for the local area
- **Protect**
To keep someone or something safe from someone/something else
- **Reuse**
To use something more than once

Previously covered:
Community (Y3), Council (Y3), Environment (Y2), Volunteer (Y2), United Nations/UN (Y3)

Economic wellbeing

- **Bank balance**
How much money is in an account after money has been put in and taken out
- **Bank statement**
Regular update on the money which has gone in and out of a bank account and shows your bank balance
- **Career**
A job in one area of work that is undertaken for a long period of time
- **Debit card**
A card used to buy things where the money is taken straight from the bank account

RSE & PSHE vocabulary

Year 5

Families and relationships

- **Attributes**
Qualities or characteristics that make up someone's personality
- **Cyberbullying**
Bullying that occurs through the internet
- **Marriage**
The legal commitment of two people to each other which is intended to be lifelong
- **Secret**
Something that is not meant to be known or seen by anyone
- **Wedding**
The ceremony which celebrates the marriage of two people

Previously covered:
Bullying (Y3), Bystander (Y4)

Health and wellbeing

- **Fail**
To be unsuccessful in achieving a goal
- **Protect**
To keep someone safe from something
- **Responsibility**
Being in charge of or taking ownership of our own actions, having a duty to fulfil
- **Steps**
To do what is necessary to reach a goal
- **Assertive**
Saying in a direct, but respectful way what you want or believe.
- **Aggressive**
Showing anger and a willingness to attack others in words or actions.
- **Passive**
Allowing something to happen without trying to change anything.

Previously covered:
Goal (Y2), Relaxation (Y2)

RSE & PSHE vocabulary

Year 5

Safety and the changing body

- **Attraction**
Liking or being drawn towards someone
- **Decision**
Making a choice
- **Consent**
Give permission for something to happen.
- **Influence**
To have an effect on someone's decision making
- **Menstruation/period**
The shedding of the uterus/lining every month
- **Bladder**
The organ in males and females where urine is stored before it leaves the body
- **Cervix**
A ring of muscles at the bottom of a female's womb/uterus
- **Clitoris**
The sensitive part of female genitals, above the urethra
- **Egg or ova**
Produced by females in the ovary
- **Ejaculation**
When the penis becomes erect and sperm come out of the body
- **Erection**
When the penis becomes hard and upright
- **Fallopian tube**
The tube which connects the ovaries to the womb/uterus. Eggs travel along the tubes each month.
- **Labia**
The folds of skin on the external female genitals (vulva)
- **Nipples**
On the chest of males and the breast of females
- **Ovary/ovaries**
Are found on each side of the womb and release eggs each month
- **Pubic hair**
The hair found around the genitals
- **Scrotum**
The pouch which hangs behind the male's penis and contain the testes

Previously covered:
Private, Puberty, Breasts, Penis, Testicles/testes, Vagina, Vulva

RSE & PSHE vocabulary

Year 5

Safety and the changing body (continued)

- **Sperm duct**
The tube sperm travels through
- **Urethra**
The tube in males and females which takes urine from the bladder out of the body
- **Uterus**
Another name for the womb which is the place in a female where a baby grows during pregnancy
- **Vaginal opening**
The end of the vagina which can be seen between a female's legs
- **Voice breaking**
The change in a boy's voice
- **Wet dreams**
Ejaculation which happens when a boy is asleep
- **Womb**
Another name for the uterus

RSE & PSHE vocabulary

Year 5

Citizenship

- **Defendant**
Qualities or characteristics that make up someone's personality
- **Freedom of expression**
Bullying that occurs through the internet
- **Government**
A group that has the authority to rule or govern over a country or state (in a democracy, people vote for those in the Government)
- **House of Commons**
Made up of MPs (Members of Parliament) that the public have voted to represent them
- **Protected characteristics**
It is against the law to discriminate against someone because of a protected characteristic such as age, disability, gender, race.
- **Judge**
Listens to both sides of a court case (the defence and the prosecution) and makes the final decision as to whether the defendant is guilty of what they are being accused of
- **Jury**
A group of people chosen at random who look at evidence in a criminal case and help decide whether or not the defendant is guilty or not guilty
- **Member of Parliament (MP)**
A person in the House of Commons who has been elected by vote to represent people from a specific area
- **Parliament**
Where the laws of our country are decided. It is made up of the House of Lords and the House of Commons
- **Pressure group**
Aim to change the opinions or activities of people and try to influence government policy or legislation
- **Prime Minister**
Leads the government
- **Trial**
The examination of evidence by a judge and usually a jury, in order to decide whether or not the defendant is guilty or not

Previously covered:
Environment (Y2), Human rights (Y3)

RSE & PSHE vocabulary

Year 5

Economic wellbeing

- **Discrimination**
Treating someone differently because of certain factors, such as the way they look or where they live
- **Expenditure**
Money going out or spent
- **Income**
Money coming in, earned or received
- **Interest**
An amount of money a bank or building society will pay for you to keep your money with them or charge you if you borrow money from them
- **Repayment**
Giving back money you have borrowed

Previously covered:
Budget (Y3), Stereotype (Y3)

RSE & PSHE vocabulary

Year 6

Families and relationships

- **Authority**
A person with high status and decision making power
- **Conflict**
A disagreement or argument
- **Earn**
To gain something like respect by showing others that you are a good, trustworthy person
- **Expectation**
Anticipating that something will happen a certain way
- **Grief**
Feelings of sadness experienced after someone's death
- **Grieving**
A period of sadness that someone experiences when someone close to them dies
- **Resolve**
To find a solution to a problem
- **Respect**
Being thoughtful and polite towards other people, or admiring someone because of their qualities or what they have achieved

Previously covered:
Stereotype (Y1)

Health and wellbeing

- **Antibodies**
A substance that special cells in the body produce. These reduce or remove the effects of a disease germ (or its poisons)
- **Habit**
A repeated action
- **Vaccination**
An injection that gives us a very mild form of the disease and allows our bodies to develop antibodies to protect us from that disease

Previously covered:
Growth mindset (Y2), Qualities (Y1), Responsibility (Y5), Skill (Y2)

RSE & PSHE vocabulary

Year 6

Safety and the changing body

- **Alcohol**
Alcohol is an active ingredient found in alcoholic drinks such as wine and beer and plays a social role within some cultures. Most countries regulate the production and sale of alcoholic beverages, because too much can be toxic to the human body and cause health problems including addiction or cancer of the liver.
- **Internet trolling**
Someone who posts rude, inappropriate or unkind things online with the purpose of upsetting others
- **Pregnant**
When a woman has a baby developing in her womb

Sex education

- **Conception**
Another word for fertilisation
- **Fertilisation**
When a male sperm joins a female egg and a baby starts to grow
- **Sexual intercourse**
Where a male inserts his penis into the female's vagina
- **Sperm**
The male sex cell made in the testicles

Previously covered:

Bladder (Y5), Breasts (Y4), Cervix (Y5), Clitoris (Y5), Cyberbullying (Y3), Egg or ova (Y5), Ejaculation (Y5), Erection (Y5), Fallopian tube (Y5), Genitals (Y5), Labia, Menstruation/period (Y5), Nipples (Y5), Ovary/ovaries (Y5), Penis (Y2), Puberty (Y5), Pubic hair (Y5), Scrotum (Y5), Sperm duct (Y5), Testicles/testes (Y2), Urethra (Y5), Uterus (Y5), Vagina (Y2), Vaginal opening (Y5), Voice breaking (Y5), Vulva (Y2), Wet dreams (Y5), Womb (Y5)

RSE & PSHE vocabulary

Year 6

Citizenship

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- **Resolve**
To find a solution to a problem
- **Respect**
Being thoughtful and polite towards other people, or admiring someone because of their qualities or what they have achieved
- **Harassment**
When someone repeatedly behaves in a way which causes you emotional suffering.

Previously covered:
Stereotype (Y1)

Economic wellbeing

- **Gambling**
A risk where money or something else is swapped in the hope of winning something/money
- **PIN**
Personal Identification Number. A private set of numbers used to access a bank account.

Previously covered:
Growth mindset (Y2), Qualities (Y1), Responsibility (Y5), Skill (Y2)