



# CHELSEA

## HALL SCHOOL

### **PSHE CURRICULUM POLICY**

**Responsible Person:** Headteacher (Jessica Duemler)

**Last Review Date:** September 2024

**Review Cycle:** Annual

**Next Review Date:** September 2025

Chelsea Hall School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Chelsea Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Chelsea Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School.

The policy documents of Chelsea Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

This policy was drawn up in accordance with and using information from:

- [Children and Social Work Act 2017 Updated April 2018](#)
- [the Equality Act 2010 updated 2021](#)
- [The PSHE Association Planning Framework for Pupils with SEND](#)
- [Relationship and Sex Education \(RSE\) and Health Education statutory guidance updated 2021](#)

## **Aims**

Personal, Social, Health and Economic (PSHE) education should encourage respect for other people, with particular regard to the protected characteristics listed under the Equality Act 2010 updated 2021. Those are the following:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

At Chelsea Hall School, we focus on delivering a PSHE curriculum that is appropriate to our pupils' age and learning abilities, while ensuring it contributes to improved academic attainment, personal wellbeing and readiness for life in the modern world.

As with all children and young people, essential knowledge, skills and understanding will be grounded in knowing how to look after themselves, how to access support and how to keep themselves and others safe.

At Chelsea Hall School, we recognise that children and young people with SEND can be at increased risk regarding aspects of their health, wellbeing, safety and relationships, including heightened vulnerability to abuse and exploitation – sexual or otherwise, online or offline. They may also face barriers in maintaining their own personal and sexual relationships, meeting new people and avoiding social isolation. Developing the communication skills, vocabulary, strategies and confidence to help identify and try to manage such challenges is therefore crucial and an integral part of our PSHE provision.

## **Statutory Requirements**

Under the Children and Social Work Act 2017 Updated April 2018, and in line with the terms set out in the Relationship and Sex Education (RSE) and Health Education statutory guidance, most aspects of PSHE are now statutory requirements, namely relationship education (see separate policy) and health education.

## **Roles and Responsibility**

### **The Headteacher**

- Ensures that PSHE is taught consistently across the school.

### **The Curriculum Lead**

- provides teaching staff with schemes of work and suggested activities
- supports staff who are uncomfortable or unsure how to deliver a session or part of a session

### **Teaching Staff (including Therapists where appropriate)**

- teach PSHE in a sensitive and sensible way
- respond to the needs of individual pupils

### **All Members of Staff**

- lead by example, modelling positive attitudes and behaviours

### **Content and Delivery - What we Teach and How we Teach it**

At Chelsea Hall School, PSHE lessons take place on a weekly basis, however PSHE isn't only delivered in dedicated lessons, but is also integrated in all our teaching, academic or therapeutic, and school life.

Our PSHE key focuses are the below. Details on the content of each of those sections can be found in [Appendix 1](#).

<b>Self-Awareness, including</b>	<b>Example of how it is integrated in the school life, PSHE-specific activities, and opportunities to discuss protected characteristic</b>
Things we are good at	Reflection on difficulties encountered (whether or not related to the pupil's SEND) and progress made
Kind and unkind behaviours	Conversation following disagreement between peers. Encouragement to see the other's point of view. Reflection on how to better react next time
Playing and working together	Structured and unstructured play and activities take place throughout the day, both in and outside of class, and are full of various opportunities, depending on the topic and situation
People who are special to us	Discussing families and friends are a good opportunity to discuss various topics, such as

	pregnancy and maternity, marriage and civil partnership, religion or belief
Getting on with others	Pupils at Chelsea Hall School are encouraged to play nicely and address their differences with words
<b>Self-Care, Support and Safety, including</b>	<b>Example of how it is integrated in the school life, PSHE-specific activities, and opportunities to discuss protected characteristic</b>
Taking care of ourselves	Pupils who need it are supported, in part via OT sessions, in all areas of self-care that they struggle with, and stretched to progress (e.g. feeding with or without cutlery, tying shoe laces, fastening buttons, etc.)
Keeping safe	Dangerous behaviour is signalled to our pupils, whether it is road safety or not climbing on furniture, running in the stairs, etc.
Trust	Trusting relationships are established between pupils and staff, and pupils are encouraged to talk about their struggles (home or school). Many of our pupils have access to Play Therapy to further support this.  Chelsea Hall School recognises the importance of looking after one's mental health on top of one's physical health, and staff members will always seek to support pupils with this, be it in 1:1 conversation, whole class discussions, or therapy sessions.
Keeping safe online	see our Online Safety Policy
Public and Private	Pupils are taught about behaviour that's appropriate or inappropriate in public, and about conversations that can and can't be had at school
<b>Changing and Growing, including</b>	<b>Example of how it is integrated in the school life, PSHE-specific activities, and opportunities to discuss protected</b>

	<b>characteristic</b>
Baby to adult	This is addressed both on a physiological and psychological level, allowing pupils to understand all the changes that are happening in their minds and bodies
Changes at puberty	
Dealing with touch	This is addressed both on a physical level and discussed in terms of appropriateness. Consent will also be discussed, and conversation on respect and relationship will be had
Different types of relationships	see our Relationship Education Policy
<b>Healthy Lifestyles, including</b>	
	<b>Example of how it is integrated in the school life, PSHE-specific activities, and opportunities to discuss protected characteristic</b>
Healthy Eating	see our Food Policy
Taking care of physical health	All our pupils have three Movement (PE) session per week, daily access to outdoor play, and are encouraged to maintain good hygiene levels through handwashing
<b>The World I Live In, including</b>	
	<b>Example of how it is integrated in the school life, PSHE-specific activities, and opportunities to discuss protected characteristic</b>
Respecting differences between people	Conversation is encouraged between pupils around their common grounds and differences, and how differences are an opportunity for enrichment
Jobs people do	An opportunity to discuss the jobs they would like to do and how people shouldn't be discriminated against because of their gender for example
Rules and laws	School and community rules are reinforced on an ongoing basis
Taking care of the environment	Our science curriculum covers topic such as

	energy or recycling
Belonging to a community	An opportunity for pupils to share about their own community, religion, lifestyle, opening conversations around respect and tolerance for differences in people's lifestyles and beliefs

As with all of our teaching, the depth of content and mode of delivery is adapted to each child's age, level of understanding, and SEND. Chelsea Hall School's curriculum lead is in charge of overseeing the delivery of the PSHE curriculum and supporting members of staff should they feel uncomfortable or unsure in how to deliver some of the curriculum.

Chelsea Hall School has a strong ethos of tolerance, with staff members and pupils all coming from different backgrounds, including a variety of nationalities, religions, gender identification, age etc. Staff all lead by example, and any instance of discrimination, whatever the ground, is discussed with the child and with parents when appropriate.



**KEY STAGES 1 AND 2** SELF-AWARENESS

Self-Awareness – We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
SA1 – Things we are good at	<p>Respond with curiosity to stimuli about the ways in which we are special.</p> <p>Respond with curiosity to stimuli about our family.</p>	<p>Describe ourselves – recognising that there is self and there are others.</p>	<p>Identify things we are good at (strengths/talents).</p> <p>Describe the ways in which we are special and unique.</p>	<p>Describe things that we enjoy or that make us feel happy.</p> <p>Identify what we are good at, both in and out of school.</p> <p>Recognise that being unique means we might like and be good at different things from other people.</p>	<p>Describe and demonstrate things we can do well and identify areas where we need help to develop.</p> <p>Identify hopes/wishes for our future lives.</p>	<p>Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.</p> <p>Identify own hopes/aspirations; explain in simple terms how we might achieve them.</p>
SA2 – Kind and unkind behaviours	<p>Respond with curiosity to stimuli about what anger is and what being angry feels like.</p> <p>Respond to stimuli about what feeling upset means.</p>	<p>Describe what feeling angry means.</p> <p>Describe what feeling upset means.</p> <p>Recognise that behaviour which hurts others' bodies or feelings is wrong.</p>	<p>Identify when people are being kind or unkind – either to us or to others.</p> <p>Give examples of how our feelings can be hurt.</p> <p>Describe how this may make us feel angry, worried or upset.</p>	<p>Identify what teasing means and how people who are teased might feel.</p> <p>Give reasons why teasing or name-calling is not acceptable.</p> <p>Identify what we can do if others are excluding us or being unkind.</p>	<p>Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion).</p> <p>Recognise that this can happen online.</p> <p>Describe and/or demonstrate what we can say or do if we or someone else is being bullied.</p>	<p>Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting).</p> <p>Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it.</p> <p>Identify different positive responses we can take towards unkind behaviour and bullying.</p>

SA2...	-	-	-	-	Identify trusted adults to tell if we think we or someone else is being unkind to us or we think we are being bullied.	Describe what we can do (including whom to tell) if we witness or experience hurtful behaviour or bullying.
SA3 – Playing and working together	<p>Respond to an adult modelling how we can show we are ready to participate in an activity.</p> <p>Respond with curiosity to modelling of 'good listening'.</p> <p>Respond to 'taking turns' as modelled by both adults and peers.</p>	<p>Demonstrate being alert and ready to listen.</p> <p>Demonstrate good listening and describe how to listen to other people.</p> <p>Describe times when we take turns in school.</p>	<p>Identify reasons why it is important to listen to other people.</p> <p>Identify some actions/ behaviours that show we are being polite and courteous to other people.</p> <p>Demonstrate ways of playing and working cooperatively.</p> <p>Explain what we mean by 'being fair' to one another.</p>	<p>Identify times when we have listened to others and worked collaboratively.</p> <p>Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us.</p> <p>Identify reasons why it may be upsetting for others if we don't wait for our turn.</p>	<p>Describe some ways of playing and working with others so that everyone feels happy and is able to do their best.</p> <p>Demonstrate working collaboratively towards shared goals.</p> <p>Recognise occasions when we have worked as a team or in a group to achieve something.</p> <p>Describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this.</p>	<p>Explain why listening and respecting others' points of view helps us to get on with others.</p> <p>Identify and demonstrate ways of improving our own practice when working in a team.</p> <p>Offer constructive feedback to support others working in our team.</p> <p>Explain why 'turn-taking' can help everyone to feel included.</p>
SA4 – People who are special to us	<p>Respond with anticipation to stimuli depicting people who are special to us.</p>	<p>Identify people who are special to us.</p> <p>Give some examples of ways we might let them know they are special to us.</p> <p>Recognise what is meant by 'family'.</p>	<p>Describe what makes our family, friends, teachers, carers special to us.</p> <p>Identify the people who make up our family.</p>	<p>Identify some of the qualities our special people/friends may have.</p> <p>Describe positive feelings we may have when we spend time with friends and family.</p>	<p>Give some practical examples of the ways our special people care for us and help us with problems and difficulties.</p> <p>Identify different types of family.</p>	<p>Explain that if people we like do unkind things to us or our friends we do not have to tolerate it.</p> <p>Identify ways in which we can get help if people have been unkind to us or our friends.</p>

SA4...	-	-	-	Identify whom to tell if something in our family life makes us unhappy or worried.	-	Describe ways in which families can be different.
SA5 – Getting on with others	Respond to stimuli about different feelings we or others may experience.	Describe times when we may feel unhappy with our friends or family members.  Demonstrate positive ways we could let others know how we are feeling.	Describe ways in which friends, classmates, family members may disagree and 'fall out'.  Demonstrate some ways of 'making up' after a falling out.	Explain how other people may feel differently to us about the same situation and offer some examples.  Identify how to treat ourselves and others with respect.	Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements.  Describe what it means to 'fall out' with friends or family.  Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.	Explain that our feelings about other people can change and that this is okay.  Identify kind ways of letting people know our feelings towards them have changed.  Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.

## KEY STAGES 1 AND 2 SELF-CARE, SUPPORT AND SAFETY

Self-Care, Support and Safety – We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
SSS1 – Taking care of ourselves	Respond to stimuli about the people who look after us.	Identify people who look after us and help us to take care of ourselves.	Identify some of the ways in which we may be cared for by our families, friends and other adults.  Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).	Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.	Identify some simple ways we can help to keep ourselves well.  Identify simple ways some germs/illnesses may be spread.	Describe different ways we keep ourselves healthy and well.  Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important.
SSS2 – Keeping safe	Respond to stimuli about keeping physically safe.  Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.	Describe some simple ways we can help keep ourselves physically safe in school.	Give simple reasons why it is important to help keep ourselves physically safe.  Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.  Explain how we know when we might need to ask for help.  Identify people at home, school and in other settings who are responsible for helping us keep physically safe.	Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way.  Demonstrate ways of making it clear to others when we need help.  Describe some simple rules for keeping safe near water, railways, roads and fire.	Identify some different responsibilities we may have to help keep ourselves and others safe.  Identify when someone might need first aid because they are hurt/injured.  Explain why it is important to persist with asking for help if our initial requests are not met or understood.	Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.  Describe some simple strategies for keeping physically safe in situations when we might feel afraid.  Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.

<p style="text-align: center;">SSS3 – Trust</p>	<p>Respond to stimuli about the different ways we can communicate with adults in school.</p> <p>Respond to stimuli about ways of asking for help.</p> <p>Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.</p>	<p>Identify trusted adults in school.</p> <p>Recognise things we would call 'personal' and things we would call 'private'.</p> <p>Recognise what keeping something secret means.</p> <p>Identify someone who can help us if we are afraid or worried.</p>	<p>Explain why 'trust' is not the same as 'like'.</p> <p>Give examples of what is meant by trust.</p> <p>Identify how we feel when we trust someone.</p> <p>Identify some reasons for keeping personal information private.</p> <p>Identify the difference between a 'surprise' and a 'secret'.</p> <p>Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad.</p> <p>Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened.</p>	<p>Recognise that we do not have to trust someone just because they say we should.</p> <p>Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.</p> <p>Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us.</p> <p>Explain when and why to ask an adult for help if we're asked to share information or keep a secret.</p>	<p>Describe 'degrees of trust' – those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings).</p> <p>Explain that if we don't feel sure about sharing information or feel pressured, we don't have to.</p> <p>Give examples of how others may put us under pressure to do something.</p> <p>Explain what a 'dare' is and what people might say or do if they are 'daring' us.</p> <p>Identify some basic strategies for saying 'no' to pressure or dares.</p> <p>Identify whom to tell in different situations and what we could say.</p>	<p>Give examples of when we might take back our trust if we feel someone no longer deserves it.</p> <p>Describe how we might feel if someone has dared us to do something.</p> <p>Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.</p> <p>Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.</p>
<p style="text-align: center;">SSS4 – Keeping safe online</p>	<p>Respond with curiosity to adult modelling of different ways that people communicate with each other.</p>	<p>Describe some ways that we use to communicate, including online.</p>	<p>Demonstrate simple ways of communicating our choices to others.</p>	<p>Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.</p>	<p>Explain how other people's identity online can be different to what it actually is in real life.</p>	<p>Demonstrate practical strategies for keeping safe when using specific digital devices and platforms.</p>

<p style="text-align: center;"><b>SSS4 – Keeping safe online</b></p>			<p>Give examples of how people might use technology to communicate with others.</p> <p>Identify some risks of communicating online.</p>	<p>Explain that there may be people online who do not have our best interests at heart.</p> <p>Identify things that we should never share online without checking with a trusted adult first.</p>	<p>Explain how to respond if we're not sure if someone online is who they say they are.</p> <p>Identify some benefits of balancing time on electronic devices with other activities.</p>	<p>Explain how what we post online might affect ourselves or others</p> <p>Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online.</p> <p>Identify basic rules for using social media, including age restrictions and why they exist.</p> <p>Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.</p>
<p style="text-align: center;"><b>SSS5 – Public and private</b></p>	<p>Respond to stimuli about things that belong to us.</p> <p>Respond to stimuli about what is meant by the word private.</p> <p>Respond to stimuli about things we might do with other people and things we would do on our own.</p>	<p>Identify and recognise some personal belongings.</p> <p>Recognise the difference between something that is private and something that is public.</p> <p>Explain that we have a right to keep our bodies private.</p>	<p>Describe ways we take care of our personal belongings.</p> <p>Identify places that are public and places that are private.</p> <p>Identify some of the places/times/situations which we or others would expect to be 'private'.</p>	<p>Demonstrate how to ask to borrow or use something that belongs to someone else.</p> <p>Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).</p>	<p>Describe how we might feel if our personal belongings are lost or damaged.</p> <p>Demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings.</p>	<p>Demonstrate ways to give and not give permission when asked to lend belongings.</p> <p>Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us.</p>

SSS5 –Public and private			Give simple examples of some things we might do in private but never in public.	Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone.	Explain the importance of respecting others' belongings, privacy and feelings.  Identify practical strategies to ensure our privacy and that of others.	Explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable.  Explain why we should tell a trusted adult even if someone has told us not to.
--------------------------	--	--	---	--	---	--

## KEY STAGES 1 AND 2 MANAGING FEELINGS

Managing Feelings – We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
MF1 – Identifying and expressing feelings	<p>Respond with curiosity to stimuli about different emotions.</p> <p>Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings.</p>	<p>Describe different kinds of feelings we may have experienced; those we like and those we don't like.</p> <p>Identify things that make us feel happy.</p> <p>Identify things that may make us cry/feel sad.</p> <p>Identify what makes us feel upset, angry, worried, anxious, frightened.</p>	<p>Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel.</p> <p>Recognise that when we experience a change or a loss we may feel sad/ unhappy.</p> <p>Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.</p>	<p>Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.</p>	<p>Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling.</p>	<p>Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).</p>
MF2 – Managing strong feelings	<p>Respond to stimuli about some of the different ways we can communicate our feelings and needs to others.</p>	<p>Identify some different ways of communicating feelings and needs to others.</p>	<p>Demonstrate vocabulary/ communication skills to express a range of different feelings.</p> <p>Recognise ways we can help ourselves to feel better if we are feeling sad or upset.</p>	<p>Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us.</p> <p>Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss.</p>	<p>Give simple reasons why it is important that others know how we are feeling.</p> <p>Describe some simple ways we can help others to feel better if they are feeling sad or upset.</p> <p>Explain how rest and spending time doing things we enjoy can help to make us feel happy.</p>	<p>Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves.</p> <p>Describe or demonstrate how to respond appropriately to others' feelings.</p>



## KEY STAGES 1 AND 2 CHANGING AND GROWING

Changing and Growing – We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
Baby to adult <b>CG1</b>	Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby.	Identify some of the differences between a baby, child and adult.	Describe how our needs have changed since we were a baby.	Describe some of the things we can do now that we couldn't do when we were younger.	Identify stages of the human life cycle.	Explain how the needs of babies, children, adults and older people differ.
Changes at puberty <b>CG2</b>	Respond with curiosity to adult prompting of the names for body parts and changes of puberty.	Recognise correct vocabulary for some of the main body parts, including genitalia.  Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).	Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).  Identify whom we can talk to about growing and changing.	Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).	Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.  Use correct vocabulary to name male and female reproductive organs.  Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.	Recognise that people experience the physical and emotional changes of puberty over different lengths of time.  Identify reliable sources of advice on growing and changing.
Dealing with touch <b>CG3</b>	Respond with interest to stimuli about different kinds of daily physical contact we experience.	Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.	Explain that our bodies belong to us and that we have a right to feel safe.  Recognise the need to respect other people's bodies and to ask for permission before we touch them.	Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.	Explain that we have the right to protect our bodies from inappropriate/unwanted touching.	Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for non-medical reasons) is wrong and illegal, even if some adults think it is necessary.

CG3 – Dealing with touch	Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.	Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.	<p>Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).</p> <p>Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.</p>	<p>Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it.</p> <p>Identify trusted adults we can tell.</p>	<p>Explain how we can respect other people's right to protect their bodies from inappropriate/unwanted touching.</p> <p>Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe.</p>	Identify someone we could safely go to for help if we are worried about ourselves or someone else.
CG4 – Different types of relationships	Respond to stimuli about some of the different kinds of relationships there are within families.	<p>Give examples of different types of relationships.</p> <p>Identify the people who make up our family.</p>	<p>Identify different types of family.</p> <p>Recognise others' families in school may be different from their family.</p>	<p>Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us.</p> <p>Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.</p>	<p>Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together.</p> <p>Recognise that two people who love and care for one another may or may not have children.</p> <p>Identify some of the roles and responsibilities of parents and carers.</p>	<p>Explain the features of a healthy and positive friendship or family relationship.</p> <p>Identify whom to tell if something in our family life makes us unhappy or worried.</p> <p>Recognise that relationships, including marriage and civil partnership, can be between people of any gender.</p>

## KEY STAGES 1 AND 2 HEALTHY LIFESTYLES

Healthy Lifestyles – We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
HL1 – Healthy Eating	Respond to different stimuli about what it means to be 'healthy'.	Identify foods that we like and dislike to eat.	Identify some examples of healthy foods.  Identify some examples of foods that should only be eaten once in a while.	Explain why some foods are healthier than others.  Explain why we might need to eat foods we might not like very much.	Explain what it means to eat a healthy, balanced diet.  Give examples of occasions when we can make choices about the foods that we like to eat.  Explain what can help us choose what to eat.  Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).	Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health.  Identify some influences on our food choices, and when these might be positive or negative.
HL2 – Taking care of physical health	Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.	Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth).  Recognise the importance of simple rules for sun safety.  Recognise how we feel if we have not had enough sleep.	Describe or demonstrate simple hygiene routines.  Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally).  Describe some simple ways of staying safe in the sun.  Recognise that sleeping well is one way we can stay healthy.	Give reasons why it is important to take care of personal hygiene.  Describe some of the different ways to be physically healthy.  Explain how the physical activities we enjoy doing help to keep us healthy.  Describe simple routines for going to bed/going to sleep.	Describe what might happen if we don't take care of our personal hygiene.  Explain some of the benefits of balancing exercise, food and rest.  Identify what might happen to our bodies if we don't protect them from overexposure to the sun.	Explain why it is important to take care of our bodies both now and in the future.  Explain some things that can stop us sleeping well, and suggest ways to manage these.  Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.

<p style="text-align: center;">HL3 – Keeping well</p>	<p>Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain.</p> <p>Respond with curiosity to stimuli about the people who help us when we are feeling unwell.</p>	<p>Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain.</p> <p>Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital.</p> <p>Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).</p>	<p>Explain what it means to be hurt, unwell, uncomfortable or in pain.</p> <p>Identify medication that can help people to keep well; give examples of when this might be used.</p> <p>Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).</p> <p>Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them.</p>	<p>Identify some symptoms we may experience when we are not feeling well.</p> <p>Explain the decisions we (or an adult who takes care of us) might make about how to keep us well.</p> <p>Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.</p> <p>Explain why it is important not to touch, taste or take medicines without a trusted adult being with us.</p> <p>Explain why we should never take someone else's medication.</p>	<p>Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends).</p> <p>Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination).</p> <p>Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our parents/carers/trusted adults).</p> <p>Describe how smoking and drinking alcohol can affect people's health.</p> <p>Identify whom we can talk to if we are worried about health.</p>	<p>Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are.</p> <p>Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).</p> <p>Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no.</p> <p>Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance.</p>
---	---	--	--	--	--	--

## KEY STAGES 1 AND 2 THE WORLD I LIVE IN

The World I Live In – We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
WILI1 – Respecting differences between people	Respond to stimuli with awareness and curiosity about the physical differences between people.	Identify simple differences and similarities between people.	Describe things that all people have in common.  Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).	Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique.  Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic.	Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate).  Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this.	Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it.  Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them.
WILI2 – Jobs people do	Respond to stimuli about the different jobs adults in school do.	Identify some different jobs that people we know do.	Identify some of the ways in which different adults who work in school contribute to school life.	Describe a range of jobs that people might have and the qualities they might need to do them.  Identify a job we might like to do in the future.	Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.	Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others.  Recognise how strengths, qualities and things we learn in school might link to possible future jobs.
WILI3 – Rules & laws	Respond to stimuli or adult modelling about the things we are allowed to do in school.	Give some simple examples of things we are allowed/not allowed to do in school (rules).	Explain how rules help us; rules we have in the classroom and at home.	Identify particular rules in school that help to keep us safe and how they do this.	Explain how rules and laws help us to live and work with other people outside of school.	Identify what might happen if we did not have rules and laws or if people ignored them.

<p>Taking care of the environment</p> <p>WIL14</p>	<p>Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults.</p> <p>Respond to stimuli about the different pets people have and ways of caring for them.</p>	<p>Identify simple ways in which we may take care of people and/or animals.</p>	<p>Give reasons why it is important to take care of people, animals and all living things.</p>	<p>Describe our own home and explain how we and family members may take care of it.</p>	<p>Explain how we can take care of our school environment.</p> <p>Explain the importance of routines in taking care of people or pets.</p>	<p>Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution).</p>
<p>WIL15</p> <p>Belonging to a community</p>	<p>Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith).</p>	<p>Identify some different groups that we may belong to (e.g. family, school, clubs, faith).</p>	<p>Describe things we do in the groups we belong to.</p>	<p>Describe how being part of a group makes us feel.</p> <p>Identify specific things we take part in as a member of these groups.</p>	<p>Describe what it means to be part of a community.</p> <p>Identify different groups that make up our community.</p>	<p>Explain how it feels to be part of a community.</p> <p>Suggest ways we can help people to feel welcome in the different groups and communities we belong to.</p>
<p>WIL16</p> <p>Money</p>	<p>Respond with curiosity to stimuli about what money looks like.</p> <p>Respond with curiosity to stimuli about different items that shops sell.</p> <p>Respond with curiosity to stimuli about some of the uses of money.</p>	<p>Recognise money (e.g. coins and notes) and what it is used for.</p> <p>Identify items in shops that are sold for money (including online).</p>	<p>Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/train).</p> <p>Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment).</p> <p>Explain some different ways of keeping money safe.</p>	<p>Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member).</p> <p>Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live.</p> <p>Identify why some ways of keeping money safe might be better than others.</p>	<p>Identify what is meant by a 'need' and a 'want' in relation to spending money.</p> <p>Give some simple examples of what might be a 'need' and a 'want'.</p> <p>Explain what it means to save money and why we might do it.</p>	<p>Explain what is meant by the term 'afford' (in the context of money).</p> <p>Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.</p>