

**Marriott Primary School**  
**RSHE Curriculum**

At Marriott we provide a Relationships, Sex and Health Education (RSHE) curriculum that is accessible to all and one that will maximise the outcomes for every child so that they know more, remember more and understand more and have the values of Marriott Primary School embedded in their understanding.

Our curriculum will enable our children to become healthy both physically and mentally, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up including a focus on family and friendships in all contexts (the real world and on line). We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We also aim to develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society and will complement this with the development of personal attributes including kindness, integrity, generosity and honesty. This is through our Route to Resilience programme and Marriott's Merits.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. In turn this will develop pupils' abilities to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. The use of Marriott's merits will develop their understanding of the values required to be a good citizen.

Our intention is rooted in research as it has shown that when PSHE is taught well it helps keep children and young people safe, physically and emotionally healthy and prepared for life and work. PSHE Association evaluated research 'A case for PSHE'. In addition to this the PSHE Association evaluated research 'PSHE, Academic Attainment and Employability' indicates that growing evidence suggests that the skills and attributes acquired through PSHE education have a significant impact on pupils' academic achievement, employability and future life chances.

Attainment on entry to the EYFS and the main barriers to the teaching of RSHE are that they lack the social skills required to access some of the concepts as they lack many life experiences and are not school ready. During discussions with the children, it is evident that at home there are a lack of books and limited conversations with adults which refer to social situations, diverse communities or varied family groupings.

At Marriott in Relationships, Sex and Health Education (RSHE), the main barriers for the children throughout their educational journey are a lack of life experiences and understanding of societal norms. Across the school there are then a number of additional barriers including:

Pupil safeguarding – sex, consent and relationships

- Pupils have a high amount of unsupervised access to devices and online media
- Parents often do not know how to set controls and barriers to ensure children are safe
- Pupils do not always know what a positive, loving relationship looks like from direct experience
- Safeguarding xxx of children in CP, CIN etc

Physical health and risk-taking behaviours

- A number of families who access food bank provision on a regular and adhoc basis – meal choices are determined by this

- Low income means that healthier options are not always an option
- Regular/if any attendance at a sports club, swimming lesson etc is limited
- Drugs are more readily available but the knowledge about the impact of these is skewed

#### Emotional health

- Family suffer from mental health issues and are not supported by GP/medical teams
- Verbal interaction between pupils and parents is often negative – seeking attention through negative means

#### Building character and key skills for life and work

- Aspirations are low
- Employment rates are low
- XXX number of children with an assigned social worker or family support worker

#### Academic success

- High number of pupils on SEND register – especially for SEMH
- Significant number of EAL pupils where the home language is not English

#### Employability

- Unemployment rates are high

In all subjects, children demonstrate a limited vocabulary compared to other children in more affluent communities. When encouraging children to ask key questions, they lack the ability to relate new experiences to previous learning. The majority of our parents do not have higher education qualifications and themselves are nervous of supporting their children with academic work or in having what may be perceived as ‘difficult’ discussions with their children about things which are outside their own understanding and experiences. The school by the end of Year 6 strives to have instilled within the children a sense of wonder, enthusiasm for learning and to question the world around them and the role they can play within it.

The end goals of the Relationship, Sex and Health Education curriculum at Marriott are that the content should support the wider work of the school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils’ ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

We want children to embrace the challenges of creating a happy and successful adult life by giving pupils the knowledge they need to enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils will also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Marriott’s RSHE will support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

**Our 5 key themes at Marriott are:**

Conflict	Inequality	Significance	Playing My Part	Success
Sex and relationship education Working together Healthy lifestyles Managing risk	Economic well being Rights, rules and responsibilities	Family and friends Economic well being	Beginning and belonging Family and friends Sex and relationship education Healthy lifestyles	Beginning and belonging Working together Rights, rules and responsibilities Managing risk

### Relationship education

<b>FP</b>	Families and people who care for me	<b>CF</b>	Caring friendships	<b>RR</b>	Respectful relationships
<b>OR</b>	Online relationships	<b>BS</b>	Being safe		

### Health education

<b>MW</b>	Mental wellbeing	<b>IS</b>	Internet safety and harms	<b>PHF</b>	Physical health and fitness
<b>HE</b>	Healthy eating	<b>DAT</b>	Drugs, alcohol and tobacco	<b>HP</b>	Health and prevention
<b>BFA</b>	Basic first aid	<b>CAB</b>	Changing adolescent bodies		

### Economic wellbeing

<b>EW</b>	Economic wellbeing				
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## RSHE Progression of skills Year 1

<p><b>Autumn 1</b> <b>Unit 1</b></p>	<p><b><u>Beginning and belonging</u></b></p> <p><b>How can I make sure my classroom is a happy and safe place for everyone?</b></p> <p>Do I understand simple ways to help my school feels like a safe, happy place? RR          How can I get to know the people in my class? CF          How do I feel when I am doing something new? MW          How can I help someone feel welcome in class? MW          What helps me manage in new situations? MW          Who can help me at home and at school? BS</p>		<p><b>Pupil vocabulary:</b></p> <p>safe          happy          sad          rules          help          kind</p>
<p><b>Focus Themes</b></p>	<p>Playing my part          Success</p>		<p><b>Key Facts:</b></p>
<ul style="list-style-type: none"> <li>• Feeling safe and happy</li> <li>• Belonging in the class / school / community</li> <li>• Ground rules / class charters</li> <li>• Doing new things</li> <li>• Resilience</li> <li>• Asking for help</li> </ul>	<p>CF</p>	<p>be able to name the other children in their class and to take part in relationship building activities.</p>	<p>Things to make the classroom a happy and safe place to learn could be: <b>being kind to each other, listening to each other</b>, playing nicely together, helping people, rules, listening to other people.</p> <p>Name feelings they had when first starting school – sad, happy, scared etc.</p> <p>I can help someone else when they are new by playing with them.</p> <p>Adults in school I can ask for help are: my teacher, teaching assistant or people in the office.</p> <p>Times I might need to ask for help are: <b>when someone hurts me; when I am stuck with my work</b>; when I have nobody to play with; when nobody arrives to pick me up from school.</p>
	<p>RR</p>	<p>be able to take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn.</p>	
	<p>RR</p>	<p>understand the agreed ground rules.</p>	
	<p>BS</p>	<p>be able to identify people in their 'Network of Support' who can help them if they are worried or need support, and know how to ask for help.</p>	
	<p>MW</p>	<p>be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome.</p>	

	MW	be able to show some simple strategies for helping other people who need support.	
<b>Autumn 1 Unit 2</b>	<b>Family and friends</b>  <b>What is a friend and how can I be a good one?</b>  Can I describe what a good friend is and does and how it feels to be friends? CF Why is telling the truth important? CF What skills do I need to choose, make and develop friendships? CF How might friendships go wrong, and how does it feel? CF How can I try to mend friendships if they have become difficult? CF What is my personal space and how do I talk to people about it? BS Who is in my family and how do we care for each other? FP Who are my special people, why are they special and how do they support me? CF		<b>Pupil vocabulary:</b>  friend family fall-out play share
<b>Focus Themes</b>	Significance Family and friends		<b>Key Facts:</b>
<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Truthfulness</li> <li>• My family</li> <li>• Special people</li> <li>• Problem solving in relationships</li> <li>• Different points of view</li> <li>• Personal space</li> <li>• Safety circles</li> </ul>	FP	understand that there are different family patterns.	Friends can: <b><u>stop us from feeling lonely</u></b> ; share good and bad times; understand and support us.  <b><u>Friends do things together</u></b> such as play together; go home together; share toys.  To make new friends I could: <b><u>introduce myself</u></b> ; say 'Hello' and 'Can I be your friend?'; ask him/her if he/she wants to play; ask his/her name.  Friendships might change if: your friend has moved away, <b><u>if you have fallen out with your friend</u></b> ; if you don't want to play with them any more.
	FP	be able to describe what is special about their own family and its members, and about other people they know.	
	CF	be able to describe some of the qualities of friendship and to demonstrate skills for making friends.	

	CF	have developed some strategies for managing when friendship are difficult.	Solving a problem with a friends means I need to: recognise the feelings, take turns to say how they feel using 'I' language, see if you can agree on something to try.
<b>Autumn 2 Unit 1</b>	<b><u>Relationships and Sex education</u></b>  <b>Why is my body amazing?</b>  What are the names of the main parts of the body? BS What can my amazing body do? When am I in charge of my actions and my body? BS How can I keep my body clean? HP How can I avoid spreading common illnesses and diseases? HP		<b>Pupil vocabulary:</b>  penis vulva clean germs
<b>Focus Themes</b>	Conflict Playing my part		<b>Key Facts:</b>
<ul style="list-style-type: none"> <li>External parts of the body</li> <li>My amazing body</li> <li>Germs</li> <li>Hand washing</li> </ul>	BS	be able to recognise names for the main external parts of the body	Bodies can do lots of things such as: <b>skipping</b> , dancing, jumping, sports (gross motor skills) writing, <b>drawing</b> , reading (fine motor skills).
	BS	be able to name the sexual parts with growing confidence using colloquial and usually scientific words with trusted adults.	Things I do in private are: going to the toilet, having a bath.
	BS	be able to describe what their bodies can do and understand how amazing their body is.	Name the parts of the body which are private – PANTS rule.
	BS	show some understanding that their body belongs to them.	Name different body parts such as elbow, knee.
	HP	be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.	Use scientific names such as penis, testicles and vagina/vulva.  Germs get into our bodies through our mouths and through cuts.

			Ways to keep clean are: brushing your teeth every morning; washing your hands before lunch; having a bath/shower regularly.
<b>Autumn 2 Unit 2</b>	<u>Working together</u>  <b>What does it mean to work together?</b>  What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? RR How can I work well in a group? RR Why is it important to take turns? RR How can I negotiate to sort out disagreements? CF How are my skills useful in a group? What is a useful evaluation? RR		<b>Pupil vocabulary:</b>  skill turn difficult group disagree
<b>Focus Themes</b>	Conflict Success		<b>Key Facts:</b>
<ul style="list-style-type: none"> <li>• Recognising strengths</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• Effective communication</li> <li>• Compromise &amp; co-operation</li> <li>• Discussion &amp; negotiation</li> <li>• Applying group work &amp; communication skills</li> <li>• Evaluating</li> </ul>	CF RR	understand and practise group work skills, including discussion, negotiation and co-operation.	Say something I am good at.  Say something I would like to get better at.  Ways that will help me learn something new include: <b><u>tell yourself to keep going; don't give up</u></b> ; ask other people to help you; imagine what it will feel like when you can do it.  Good listening includes: <b><u>giving eye contact</u></b> , nodding, smiling, <b><u>asking questions about the subject</u></b> .  It is ok to change your mind about something.
	RR	understand and practise listening skills, take turns and make clear explanations.	
	RR	be aware of how their strengths and skills can be useful in a group.	
	RR	be able to evaluate a group work task.	

	RR	be able to name some of their own strengths and skills.	<p>If we didn't think of others it would not be fair – some examples are: <b><u>not everyone would get a turn on the climbing frame</u></b>; our class would always be first for lunch; the same person would do all the jobs.</p> <p>Working as a group means: <b><u>listening to each other; taking it in turns to speak or write;</u></b> speaking politely; knowing that you might not agree with everyone but that is ok.</p>
	RR	be able to identify a new skill to develop.	
Spring 1	<p><b><u>Healthy Lifestyles</u></b></p> <p><b>What does it feel like to be healthy?</b></p> <p>How can I stay as healthy as possible? HP          What does it feel like to be healthy? MW          What does healthy eating mean and why is it important? HE          Why is it important to be active &amp; what are the opportunities for physical activity? PHF          What foods do I like and dislike and why?          What can help us eat healthily? HE          Why do we need food?          What healthy choices can I make?</p>		<p><b>Pupil vocabulary:</b></p> <p>healthy          exercise          like          dislike          fruit          vegetables</p>
Focus Themes	Conflict Playing my part		<b>Key Facts:</b>
<ul style="list-style-type: none"> <li>• Staying healthy</li> <li>• Rest and sleep</li> <li>• Dental health</li> <li>• Eatwell Guide</li> <li>• Physical activity</li> <li>• Healthy eating</li> <li>• Food preparation</li> <li>• Making real choices</li> </ul>	MW	know the difference between being active and inactive, and give some examples.	<p>When I am hungry <b><u>my tummy rumbles</u></b>, I feel grumpy, my body feels shaky.</p> <p>Ways that I can stay healthy are: <b><u>eating breakfast this morning; brushing their teeth before they come to school; have drinking water at school;</u></b> going to bed before 8.00 last night; walking to school.</p>
	ME	be able to say what changes physically and emotionally when they are active	
	PHF HE	be able to explain why healthy eating and physical activity are both important	

	HE	understand that food can be divided into different groups and know that for good health we need a balanced diet.	Physical activity makes me and my body feel different – including <b>faster heartbeat</b> , red/hot face and a change in emotions e.g. I feel excited; I feel happy; I feel proud of myself.  Healthy eating is important and I know the reasons why such as: <b>bananas give you</b> stop you feeling hungry so you could run for a long time; if you eat pasta you don't feel tired when you go swimming.  Everyone should eat at least five portions of fruit and vegetables every day.
	HE	be able to talk about food likes and dislikes and give reasons.	
	HE HP	be able to give examples of how to be healthy and to reflect on their <b>energy</b> ; a ham sandwich would own lifestyles and choices.	
<b>Spring 2</b>	<b><u>Financial Capabilities</u></b>  <b>What is money and how is it used?</b>  Where does money come from and where does it go when we 'use' it? How might I get money and what can I do with it? How do we pay for things? What does it mean to have more or less money than you need? How do I feel about money? How do my choices affect me, my family, others? What is a charity?		<b>Pupil vocabulary:</b>  money save spend want need charity
<b>Focus Themes</b>	Inequality Significance		<b>Key Facts:</b>
<ul style="list-style-type: none"> <li>• Money in different / familiar contexts</li> <li>• Cash values</li> <li>• Money as a finite resources</li> <li>• Uses of money</li> <li>• Saving and spending</li> <li>• Effects of loss</li> </ul>	EW	understand that we can receive and spend money in many ways.	There are different types of money including: <b>coins, notes</b> , different currency, loyalty cards, credit and debit cards, vouchers, tokens, anything that can be exchanged for something else.  The word saving means: setting aside money now so that it's there in the future.
	EW	know how to save and look after their money and why we might do so.	
	EW	begin to understand the difference between wants and needs and the need for informed choices.	

<ul style="list-style-type: none"> <li>• How banks etc work</li> <li>• Emotions in relation to money</li> <li>• Charity</li> </ul>	EW	begin to understand and manage some of the changing feelings associated with money.	<p>'I can't afford it' means that you do not have enough money to buy something.</p> <p>Some things that families have to pay for include <b>clothes</b>, shoes, water, <b>electricity</b>, <b>rent/mortgage</b>, food, gas, toilet paper, furniture, bedding, entertainment etc.</p> <p>Being poor means that you do not have enough money for non-essential items.</p>
	EW	begin to understand family spending and the impact of choices.	
	EW	have a simple understanding of what charities might do and why we have them.	
<b>Summer 1</b>	<p><b><u>Rights, rules and responsibilities</u></b></p> <p><b>Why do we have rules?</b></p> <p>How do rules make me feel happy and safe? RR  How do I take part in making rules?  Who looks after me and what are their responsibilities?  What jobs and responsibilities do I have in school and at home?  Can I listen to other people, share my views and take turns? RR  Can I take part in discussions and decisions in class?</p>		<p><b>Pupil vocabulary:</b></p> <p>job  unsafe  vote  opinion</p>
<b>Focus Themes</b>	<p>Inequality  Success</p>		<b>Key Facts:</b>
<ul style="list-style-type: none"> <li>• Class and school rules and charters</li> <li>• Rules and laws in society</li> <li>• Understanding right and wrong</li> <li>• Explaining views</li> <li>• Decision making</li> <li>• School and class councils</li> </ul>	RR	share information, opinions and feelings and listen to those of others, as part of a paired and class discussion.	<p>Some adults in school who look after me are teachers, TA etc.</p> <p>I am responsible in school for things likes <b>tucking my chair in, picking up pencils</b>, closing doors, collecting their jumpers.</p> <p>Show how they can listen by: facing the speaker, making eye contact and not interrupting.</p>
	RR	be able to describe some of the responsibilities they have in the classroom and at home, towards classmates and family.	
	BS	be able to describe classroom ground rules and explain how they have been involved in making them.	

<ul style="list-style-type: none"> <li>Responsibilities to other people</li> </ul>	BS	understand why we have classroom rules and describe how they make the classroom a better place for everyone.	<p>Say what the class rules are.</p> <p>In school I should behave by: saying please and thank you, following the rules, ways of being a good friend.</p> <p>State what might happen if people do not follow the rules in the classroom such as: people get hurt, become upset etc.</p> <p>Voting helps people decide things fairly.</p>
	BS	be able to explain what is meant by voting and be able to name some people who make decisions at school.	
	BS	be able to name some adults in school who look after them and describe their responsibilities.	
Summer 2	<p><b>Managing Safety and Risk</b></p> <p><b>What makes a situation risky and how do they make me feel?</b></p> <p>What are risky situations and how do they make me feel? MW</p> <p>What is my name, address and phone number and when might I need to give them? BFA</p> <p>What is an emergency and who can help? BFA</p> <p>What makes a place or activity safe for me? MW</p> <p>What are the benefits and risks for me when walking near the road, and how can I stay safer? MW</p> <p>What are the benefits and risks for me in the sun and how can I stay safer? HP</p> <p>What do I enjoy when I'm near water and how can I stay safer? MW</p> <p>What are the risks for me if I am lost and how can I get help? BS</p> <p>How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA</p>		<p><b>Pupil vocabulary:</b></p> <p>reduce</p> <p>safe</p> <p>safety</p> <p>risk</p> <p>harm</p> <p>emergency</p>
Focus Themes	<p>Success</p> <p>Conflict</p>		<p><b>Key Facts:</b></p>
<ul style="list-style-type: none"> <li>Risky situations</li> <li>Emotions associated with risk</li> <li>Basic personal information</li> <li>Asking for &amp; giving help in an emergency</li> <li>Safety eyes &amp; ears</li> <li>Road safety</li> </ul>	BS	be able to explain a simple strategy for action if they are lost.	<p>Say my full name and address.</p> <p>Say what they would do if they were lost.</p> <p>Name risky situations such as <b>not looking carefully</b>, being too excited, being in the wrong place, not putting a seatbelt on.</p> <p>Name someone in the community who might help in a risky situation for example a police officer.</p>
	BS MW	be able to name a familiar risky situation and suggest ways of reducing risk.	
	MW	Recognise dangers that traffic poses.	

<ul style="list-style-type: none"> <li>• Travel to &amp; from school</li> <li>• Rules for keeping safer</li> <li>• Sun safety</li> <li>• Water safety</li> <li>• Keeping safe from accidents</li> </ul>	BFA	understand what is meant by an emergency and know who might help them.	<p>Name safe places to play – where adults can see you, on the playground, in your bedroom.</p> <p>Know some of the ways to stay safe in the sun for example: putting on a hat, <b>wearing sun screen</b> etc.</p> <p>Know why water could be dangerous for example: it is cold, <b>it may be deep</b>, it might be polluted.</p> <p><b>Know that an emergency is a serious situation that needs action</b> such as: someone bleeding badly, a road traffic accident etc.</p>
	BFA	describe ways of preventing accidents in the playground.	
	BFA	be able to say their full name and address and know when this might be useful.	
	HP	know ways to stay safe in the sun.	