

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
Anti-bullying Personal safety Me and my on-line identity Drug education	Diversity and communities	Diversity and communities Managing change	My emotions Anti-bullying Me and my on-line identity Drug education	My emotions Personal safety Sex and relationship education Managing change

Relationship education

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

Health education

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

Economic wellbeing

EW	Economic wellbeing				
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RSHE Progression of skills Year 2

<p>Autumn 1 Unit 1</p>	<p><u>My emotions</u></p> <p>What are my emotions and how can I control them?</p> <p>What am I good at and what is special about me? RR How can I stand up for myself? RR Can I name some different feelings? MW Can I describe situations in which I might feel happy, sad, cross etc? MW How do my feelings and actions affect others? MW How do I manage some of my emotions and associated behaviours? MW What are the different ways people might relax and what helps me to feel relaxed? MW Who do I share my feelings with? MW</p>		<p>Pupil vocabulary:</p> <p>relax calm tense opinion</p>
<p>Focus Themes</p>	<p>Playing my part Success</p>		<p>Key Facts:</p>
<ul style="list-style-type: none"> • Self awareness • Assertiveness • Identifying & naming emotions • Coping with feelings • Feelings, thoughts and behaviour • Likes & dislikes • Impulsive behaviour • Calming down & relaxing • Seeking support 	<p>RR</p>	<p>know what it feels and looks like to be assertive</p>	<p>Relaxed is to rest while doing nothing or by spending time doing enjoyable things.</p> <p>Say how I am feeling.</p> <p>Feelings can be seen through facial expression, body language and people's eyes.</p> <p>Ways to deal with worries could be: talking to someone; looking at the worries and thinking about them are they real/ unreal, likely/unlikely; using worry dolls.</p> <p>Know people who can help you such as teachers, doctors and policemen.</p> <p>Anger needs careful control.</p>
	<p>MW</p>	<p>be able to describe how they are feeling, including how strong that feeling is</p>	
	<p>MW</p>	<p>be able to recognise feelings in others.</p>	
	<p>MW</p>	<p>know that there is a link between thoughts, feelings and behaviour.</p>	

	MW	have developed some understanding of the difference between behaviour which is impulsive and that which is considered	We need to sometimes stop and think. We can share our opinion in a number of ways: putting our hand up, writing it down, tell an adult etc.
	MW	begin to understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regarding a positive frame of mind.	
	MW	have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves.	
Autumn 1 Unit 2	<u>Diversity and communities</u> What does local mean and what is in my local community? What makes me 'me', what makes you 'you'? RR Do all boys and all girls like the same things? RR What is my family like and how are other families different? FP What different groups do we belong to? RR What is a stereotype and can I give some examples? RR Who helps people in my locality and what help do they need? MW What does 'my community' mean and how does it feel to be part of it? MW How do people find out about what is happening in my community? MW How do we care for animals and plants? How can I help look after my school?		Pupil vocabulary: same different community environment
Focus Themes	Inequality Significance		Key Facts:
<ul style="list-style-type: none"> • My identity • Different families • Different cultures and beliefs 	FP RR	know about some similarities and differences in people's lifestyles, including different groups they and other people belong to.	Say what you and your family like to do together. Say what you have in common/the same with other people.

<ul style="list-style-type: none"> • Groups in and out of school • Respect • Community • Stereotypes • People who help us • School environment • Needs of people/animals / pets/plants 	RR	be able to describe aspects of their identity, and recognise some similarities and differences between themselves and others.	Say what things about you and others are different.
	RR	know what animals and plants need to survive, and how they can help look after them.	Different people believe different things. Boys and girls may enjoy the same activities.
	RR	understand how they can help look after the school environment, and make a contribution to doing so.	To say some places you could go to locally such as: shops, park , mosque, school etc. Know people who can help me in the community: my teacher helps me to read ; a paramedic will help me if I'm knocked over.
	MW	be able to describe places in their community, how they and others might use them, and who is available to help them.	Name a range of animals, and know whether they are wild, pets or farm animals. Know how to look after the school environment by doing things such as: picking up litter, walking sensibly, looking after equipment.
Autumn 2 Unit 1	<u>Anti-bullying</u> Why might people fall out with their friends and how can they make friends again? Why might people fall out with their friends? CF Can I describe what bullying is? RR Do I understand some of the reasons people bully others? RR Why is bullying never acceptable or respectful? RR How might people feel if they are being bullied? MW Who can I talk to if I have worries about friendship difficulties or bullying? RR How can I be assertive? RR Do I know what to do if I think someone is being bullied? RR How do people help me to build positive and safe relationships? CF What does my school do to stop bullying? RR		Pupil vocabulary: bullying kindness safe unsafe
Focus Themes	Conflict Playing my part		Key Facts:

<ul style="list-style-type: none"> • Respecting difference • Defining bullying • Physical, mental and emotional wellbeing • Assertiveness • Safety circles • Telling & asking for help • Supporting others • Creating an anti-bullying ethos 	RR	Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.	Say how they can make friends with someone after falling out – saying sorry, talking about it , sharing something etc.
	RR	Be starting to understand that sometimes people are bullied because they may be different in some way from others.	Gives example of why people fall out: argument, unkind comments, hurting someone .
	RR	Be able to demonstrate how to be kind to children who are bullied.	Bullying is done on purpose and usually happens again and again. Cyber bullying is being unkind to someone using a computer or mobile phone.
	RR	Be starting to demonstrate simple ways of responding to bullying including the need to be assertive.	Physical bullying is hurting someone by punching, hitting or kicking. Verbal bullying is teasing someone by saying unkind things to them.
	RR	Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.	Ways to stop people bullying can include: using a strong voice, saying no, walking away , telling a trusted adult.
	MW	Be able to describe how it feels to be bullied or see someone else being bullied.	Bullying makes people feel sad, lonely and afraid. Bullying behaviour is unkind.
Autumn 2 Unit 2	<u>Personal safety</u> How can I keep myself safe? Can I identify different feelings and tell others how I feel? MW Which school/classroom rules are about helping people to feel safe? BS Can I name my own Early Warning Signs? BS How do I know which adults and friends I can trust? CF Who could I talk with if I have a worry or need to ask for help? BS What could I do if a friend or someone in my family isn't kind to me? BS Can I identify private body parts and say 'no' to unwanted touch? BS		Pupil vocabulary: personal safety no touch secret worry

	What could I do if I feel worried about a secret? BS What could I do if something worries or upsets me when I am online? BS		
Focus Themes	Conflict Success		Key Facts:
<ul style="list-style-type: none"> Identifying and communicating feelings School/classroom rules Early Warning signs Identifying trusted adults Networks of support Recognising unkind behaviour Bodily autonomy Safe, unsafe & unwanted touch Safe and unsafe secrets Online safety 	CF	To recognise which adults and friends I can trust.	<p>Say what makes a good friend for example: they will play with you, they make you laugh, they share things with you.</p> <p>Know how to dial 999.</p> <p>Name safe places in school and at home.</p> <p>Know how to tell a trusted adult if I have a worry.</p> <p>Know how to identify if you are getting cross – this could include: hands getting sweaty, body tensing, voice raising.</p> <p>Know which parts of your body are private.</p> <p>Know that if anyone touches me in a way that gives me a ‘no’ or ‘I’m not sure’ feeling, I should tell someone.</p> <p>No one should touch my intimate areas, apart from for health or hygiene reasons.</p>
	BS	To be able to name my own Early Warning Signs.	
	BS	To know who I could talk with if I have a worry or need to ask for help.	
	BS	To recognise which rules are about helping people to feel safe.	
	BS	To be able to identify private body parts. To know that my body parts belong to me and to be able to say ‘no’ to unwanted touch.	
	BS	To know what I could if I feel worried about a secret.	
	BS	To know what I could do if a friend of someone in my family isn’t kind to me.	
	BS	To know what I could do if something worries or upsets me when I am on line.	
	MW	To be able to identify different feelings and tell others how I feel.	
Spring 1	<u>Relationships and sex education</u> How have I changed? How do babies change and grow? (Statutory NC Science Y2) How have I changed since I was a baby? (Statutory NC Science Y2) What’s growing in that bump? (Sex Education/NC Science) What do babies and children need from their families? FP Which stable, caring relationships are at the heart of families I know? FP		Pupil vocabulary: baby adult parent change

	What are my responsibilities now I'm growing up? CAB		
Focus Themes	Success Playing my part		Key Facts:
<ul style="list-style-type: none"> Babies to children to adults Growing up Caring families Family variety Marriage Changing responsibilities 	FP	understand a baby's basic needs.	<p>Say how they have changed since they were born saying such things as: I can now talk, I can walk etc.</p> <p>Humans produce babies that grow in children and then into adults.</p> <p>Human babies grow inside their mothers.</p> <p>Love and care should be at the heart of a family.</p> <p>Responsibilities will increase with age for example; moving to secondary school and having to walk to school alone, helping with jobs around the house.</p>
	FP	understand how dependent a baby is on parents to provide its basic needs.	
	CAB	be able to describe some of the changes in responsibilities and expectations during early childhood.	
	Sci	be able to recognise babies, children and adults of different ages and put them into age order	
	Sci	understand that human babies grow inside their mothers.	
	Sci	be able to describe the main physical developments which take place in early childhood.	
Spring 2	<p><u>Me and my on line identity</u></p> <p>How can I stay safe online?</p> <p>What are some examples of ways in which I use technology and the internet and what are the benefits? OR What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR What sort of information might I choose to put online and what do I need to consider before I do so? OR When might I need to report something and how would I do this? OR What sort of rules can help to keep us safer and healthier when using technology? IS Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS</p>		Pupil vocabulary: identity image online
Focus Themes	Conflict Playing my part		Key Facts:

<ul style="list-style-type: none"> • Decision making • Positive contributions • Evaluating content • Information storage & sharing • Mental & physical wellbeing • Responsibilities • Reporting 	OR	be able to publish their online identity.	<p>Know how to stay safe on line by not sharing personal details such as; their address, their telephone number and their date of birth.</p> <p>Ask questions about whether their on-line profile is appropriate and secure.</p> <p>The acronym SMART stands for - safe, meeting, accepting, reliable, tell.</p> <p>Know what to do if they are unhappy with something they see or something that happens on line for example: telling a trusted adult, use the whistle or similar 'report abuse' button.</p>
	OR	be able to review their online identity, image and nickname.	
	OR IS	begin to know what to do if they see something inappropriate online.	
	OR IS	be able to say what it means to stay safe online and why it is important.	
Summer 1	<p><u>Drug education</u></p> <p>How can I take medicines safely and why do we take them?</p> <p>Which substances might enter our bodies, how do they get there and what do they do? DAT</p> <p>What are medicines and why and when do some people use them? DAT</p> <p>When and why do people have an injection from a doctor or a nurse? HP</p> <p>Who is in charge of what medicine I take? DAT</p> <p>What different things can help me feel better if I feel poorly? DAT</p> <p>How can I keep safe with medicines and substances at home and at school? DAT</p> <p>What is persuasion and how does it feel to be persuaded?</p>		<p>Pupil vocabulary:</p> <p>Medicine substance tablet drug hospital doctor injection illegal</p>
Focus Themes	<p>Conflict</p> <p>Playing my part</p>		Key Facts:
<ul style="list-style-type: none"> • Medicines • Health professionals • Going to the doctors 	DAT	have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.	<p>Other ways to make you feel better without taking medicines include: having a cuddle, having a sleep, having a drink of water, reading a book, getting some fresh air or</p>

<ul style="list-style-type: none"> Feeling ill, feeling better Risky household substances Safety rules Being persuaded 	DAT	be able to recognise simple risks and suggest ways of managing given scenarios.	<p>spending time with someone who will make them laugh.</p> <p>All medicines are drugs.</p> <p>There are other drugs that are not medicines including: alcohol, nicotine in cigarettes and caffeine in things including tea, coffee, coca cola and chocolate.</p> <p>Adults will help them take medicines safely (right time, right amount and right medicine).</p> <p>Know that the black cross on a yellow background symbol means danger for children.</p>
	DAT	Understand that many people have injections and suggest some reasons why	
	DAT	understand that there can be alternatives to medicine use to feel better	
	DAT	be aware of safety rules concerning medicines and be able to name people who could help them take them safely.	
Summer 2	<p><u>Managing change</u></p> <p>How have me and my friends changed and what else might happen to us in the future?</p> <p>How are my achievements, skills and responsibilities changing and what else might change? How might people feel during times of loss and change? MW How do friendships change? CF What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW How might people feel when they lose a special possession? When can I make choices about changes?</p>		<p>Pupil vocabulary:</p> <p>positive loss coping goals</p>
Focus Themes	Significance Success		Key Facts:
<ul style="list-style-type: none"> Changing friendship patterns Changing skills & responsibilities Changing habits Transitions within school Losing things 	CF	know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't.	<p>Know how they are different to when they were smaller such as: <u>I'm bigger; I have more skills with my hands</u>; I have been to school to learn; I can talk now; I'm better at looking after myself.</p> <p>Friendships might change such as people <u>moving house, changing classes</u>, changes in things we enjoy doing.</p>
	MW	know that change can be positive and something to look forward to.	
	MW	name some emotions they or others might feel at particular times of change.	
	MW	suggest some strategies they might use to cope with times of change, including approaching others for help.	

<ul style="list-style-type: none"> Emotions involved with change 			<p>Some changes they can choose and others which they can't.</p> <p>Emotions that may be felt in situations involving the loss of special possessions include: sadness, unhappiness.</p>
		<p>be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements.</p> <p>identify changes that they or other children might experience in their lives, including how friendship might change.</p>	