

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
Family and friends Working together Managing risk Rights, rules and responsibilities Me and my on-line identity	Diversity and communities	Beginning and belonging Sex and relationship education Diversity and communities	Beginning and belonging Family and friends Sex and relationship education Managing risk Rights, rules and responsibilities Me and my on-line identity	Working together

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				
-----------	--------------------	--	--	--	--

RSHE Progression of skills Year 3

<p>Autumn 1 Unit 1</p>	<p><u>Beginning and belonging</u></p> <p>How can I build positive relationships with others?</p> <p>What is my role in making my school a place where we can learn happily and safely? RR How can we build relationships in our class and how does this benefit me? CF What does it feel like to be new or to start something new? MW How can I help children and adults feel welcome in school? RR What helps me manage a new situation or learn something new? MW Who are the different people in my network who I can ask for help? BS</p>		<p>Pupil vocabulary:</p> <p>emotions identify interests situation helpful unhelpful</p>
<p>Focus Themes</p>	<p>Significance Playing my part</p>		<p>Key Facts:</p>
<ul style="list-style-type: none"> • Ground rules / class charters • Responsibilities • Belonging • New situations • Meeting new people • Resilience • Managing feelings • Asking for help • Networks of support 	<p>CF</p>	<p>be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class.</p>	<p>Behaviour that helps us learn includes: <u>somebody listening to someone else speaking</u>; playing together nicely; <u>working together cooperatively</u>; taking it in turns to speak; sharing equipment; moving safely around the classroom.</p> <p>People maybe in a new situation for many reasons including: <u>in a new school, a new home</u>, at a new club, having a new baby in the family, in a new country, staying at a friend's house for the first time.</p> <p>A new situation may bring a range of emotions such as: excitement, fear, anxiousness etc.</p>
	<p>BS</p>	<p>be able to identify people at home, at school and in other contexts of their lives to include in their support networks.</p>	
	<p>BS</p>	<p>know how they can access support and some ways they can help other people.</p>	

	MW	be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school.	To help someone belong I could: sit next to them, play a game with them, say hello. Identify people in different contexts in their lives who they can ask for support. Say what somebody else in the class is interested in or likes doing.
Autumn 1 Unit 2	<p><u>Family and friends</u></p> <p>What impact do we have on other people and what impact do they have on us?</p> <p>How do good friends behave on and offline and how do I feel as a result? OR What is a healthy friendship and how does trust play an essential part? CF What skills do I need for choosing, making and developing friendships and how effective are they? CF How can I help to resolve disagreements positively by listening and compromising? CF Can I empathise with other people in a disagreement? CF How can I check with my friends that their personal boundaries have not been crossed? BS How do my family members help each other to feel safe and secure even when things are tough? FP Who is in my network of special people now and how do we affect and support each other? FP</p>		Pupil vocabulary: qualities friend similarities differences peers reflect
Focus Themes	Conflict Playing my part		Key Facts:
<ul style="list-style-type: none"> • Developing friendships • On and offline friendships • Emotions in relationships • Trustworthiness • Special people and networks • Compromise • Empathy • Conflict resolution • Personal boundaries 	FP	be able to describe some ways families offer support in tough times.	Friends are important because: <u>they make us laugh, they support us</u> , they help us, they care for us etc. If I have a friendship problem I feel: <u>let down</u> , rejected, hurt. Friendships can breakdown due to: quarrels, <u>misunderstandings</u> , arrival of new people, jealousy, someone moving away. To keep my friends I could: <u>say 'sorry' if I have done something wrong, listen to the other person</u> , be tolerant and patient.
	FP	be able to identify special people in their support networks, and know from whom and how to access support.	
	CF	be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends on and off line.	

<ul style="list-style-type: none"> • Networks of support 	CF	understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships.	<p>Ways to mend a friendship could be: talking to an adult they trust to get help; getting the other person's contact details; writing a letter; saying sorry.</p> <p>Name special people in their network and say why they are special.</p>
	CF	be able to describe some emotions felt by people experiencing friendship challenges and the causes of these.	
<p>Autumn 2 Unit 1</p>	<p><u>Relationship and Sex Education</u></p> <p>Why and how do we need to keep clean?</p> <p>How are male and female bodies different and what are the different parts called? BS When do we talk about our bodies, how they change, and who do we talk to? BS What can my body do and how is it special? Why is it important to keep myself clean? HP What can I do for myself to stay clean and how will this change in the future? HP How do different illnesses and diseases spread and what can I do to prevent this? HP</p>		<p>Pupil vocabulary:</p> <p>breast nipple illness spread prevent toiletries</p>
<p>Focus Themes</p>	<p>Significance Playing my part</p>		<p>Key Facts:</p>
<ul style="list-style-type: none"> • Male and female bodies • Talking about bodies • Valuing the body's uniqueness & capabilities • Responsibilities for hygiene • Preventing spread of illnesses 	BS	be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female.	<p>Name male body parts: penis, scrotum, testicles</p> <p>Name female body parts vagina, vulva, breast, nipple.</p> <p>Teeth, hands, noses, bottoms, hair need cleaning regularly.</p> <p>Reasons for cleaning might include: it takes away germs, you might catch a cold, you might pass on germs, you might become smelly, you might get an infection.</p>
	BS	be able to give several examples of the capabilities of their own bodies.	
	HP	be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.	

	HP	to be able to anticipate new responsibility for their personal hygiene.	Common diseases spread by bacteria, e.g. gum disease, tummy bugs , chest infections, conjunctivitis.
	HP	be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of such illness.	Common diseases spread by viruses e.g. colds, warts, chickenpox, measles. Common diseases spread by fungi e.g. athletes foot , ringworm. Every single body is different for example: height, hair colour, skin colour, foot size
Autumn 2 Unit 2	<u>Working Together</u> What is my part in working together? What am I good at and what are others good at? What new skills would I like or need to develop? How well can I listen to other people? RR How do I ask open questions? RR How can I share my views and opinions effectively? RR How can different people contribute to a group task? How can I persevere and overcome obstacles to my learning? CF How can I work well in a group? CF What is useful evaluation? How do I give constructive feedback and receive it from others? RR		Pupil vocabulary: strength skills challenge confidence contribute evaluate
Focus Themes	Conflict Success		Key Facts:
<ul style="list-style-type: none"> • Recognising and valuing strengths • Developing skills • Steps towards goals • Effective communication • Questioning skills 	CF	be able to work as a group to make decisions and solve a problem.	Identify things that I am good at and say why.
	CF	take part in a class learning challenge.	Identify things that someone else is good at and state why.
	RR	know how to show they are listening using their body, express opinions confidently and ask open questions.	Ways to develop and learn a new skill are: practising, asking a friend or adult to help.

<ul style="list-style-type: none"> • Problem solving and perseverance • Decision making • Communication and group work skills • Evaluating • Feedback 	RR	be able to evaluate a group task, including giving and receiving feedback.	<p>Good listening needs some of these things: eye contact, open arms, to be looking at the person, nodding, asking appropriate questions.</p> <p>Say what went well in a group task such as: listening skills, confidence, good speaker, thinking of others not just yourself.</p> <p>Way to take turns could be: hands up, having a chairperson or passing round an object.</p> <p>Feedback helps people to know what they have done well and what they can improve next time.</p>
		be able to identify their own strengths and skills and those of others.	
		be able to identify skills they would like to develop.	
		know how different people can contribute to a group task.	
Spring 1	<p><u>Diversity and communities</u></p> <p>Why are stereotypes unfair and how can I challenge them?</p> <p>What have we got in common and how are we different? RR</p> <p>How might others' expectations of girls and boys affect people's feelings and choices? RR</p> <p>How are our families the same and how are they different? RR</p> <p>Do people who live in my locality have different traditions, cultures and beliefs? RR</p> <p>How does valuing diversity benefit everyone? RR</p> <p>Why are stereotypes unfair and how can I challenge them? RR</p> <p>How do people in my locality benefit from being part of different groups? MW</p> <p>What are the roles of people who support others with different needs in my community? MW</p> <p>How does the media work in my community? MW</p> <p>How can we care for the local environment and what are the benefits?</p> <p>What do animals need, and what are our responsibilities?</p>		<p>Pupil vocabulary:</p> <p>diversity community identity stereotype law volunteer</p>
Focus Themes	<p>Inequality Significance</p>		<p>Key Facts:</p>
<ul style="list-style-type: none"> • Similarities and differences 	FP	be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.	<p>Things that make up their identity: where they were born, different places</p>

<ul style="list-style-type: none"> • People in the community • People with different backgrounds • Stereotypes • Roles in the community • Local environment • Animal welfare • Role of the media 	FP	recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.	<p>they have lived, their family, interests, hobbies, religion, favourite programmes/films/games/music etc.</p> <p>An 'ethnic group' is one whose members have a long shared sense of history, a cultural tradition of their own, including family and social customs.</p> <p>A stereotype is an over-simplified idea of the characteristics which typify a person or thing.</p> <p>Examples of stereotypes could be: black people are fast runners; girls don't like football; boys don't cry; all nurses are women.</p> <p>To know different groups in the local community – churches, mosques etc.</p> <p>A volunteer is someone who spends some of their free time helping others and does not get paid for it.</p> <p>It is against the law to mistreat an animal. Ways to look after the environment include: picking up litter or not damaging trees.</p> <p>Ways to look after the environment include: picking up litter or not damaging trees.</p>
	FP MW	know about groups and communities that exist locally, and the roles some people play in the community.	
	FP	recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.	
	MW	understand some different forms and roles of the media.	
		understand some of the needs of the local environment.	
		know about the needs of animals, including pets, and the responsibilities of humans towards them.	
Spring 2	<p><u>Managing Safety and Risk</u></p> <p>What are risks and how can I reduce them?</p> <p>How do I feel in risky situations and how might my body react? MW</p> <p>Can I make decisions in risky situations and might my friends affect these decisions?</p> <p>When might I meet adults I don't know & how can I respond safely? BS</p> <p>What actions could I take in an emergency or accident and how can I call the emergency services? BFA</p> <p>What are the benefits of using the roads and being near water and how can I reduce the risks? MW</p>		<p>Pupil vocabulary:</p> <p>risk</p> <p>prevent</p> <p>accident</p> <p>emergency</p>

	<p>How is fire risky and how can I reduce the risks? How do I keep myself safe during activities and visits? How can I stop accidents happening at home and when I'm out?</p>		
Focus Themes	Playing my part Conflict		Key Facts:
<ul style="list-style-type: none"> • Emotions in risky situations • Dealing with pressure in risky situations • Reactions to risk • Taking action in an emergency • Road safety • Fire safety • Beach safety • Safety near waterways • Safety during activities and visits • Preventing accidents in familiar settings 	BS	describe some physical and emotions reactions to risk	<p>People may take risks for different reasons such as: wanting to show off, feeling competitive, getting too excited, forgetting the time, feeling like messing about, don't want to let the group down, feeling frightened of people in the group.</p> <p>Physical risk examples are: falling off, getting knocked down.</p> <p>Social risk examples are: getting into an argument, losing a friend, getting told off</p> <p>Emotional risk examples are: feeling upset, crying, feeling alone</p> <p>To stay safe in a fire you should do some of these things: shout for help, block under the door, open a window.</p> <p>An accident is something that happens by chance or from unknown causes and that often causes injury or damage.</p> <p>An emergency is a situation that poses an immediate risk to health, life, property, or environment.</p>
	BS	describe ways they could safely act in an emergency.	
	MW BFA	explain strategies for staying safe near roads and water.	
	MW	explain ways to prevent accidents in a familiar setting.	
	BFA	carry out a simple first aid procedure.	

		describe how friends might influence them in risky situations.	You can reduce risks in different places by for example: <ul style="list-style-type: none"> •At school, you have to ask to leave the classroom •At home, you have to follow your parents'/carers' rules; •In the park, there is safety matting under the climbing frame.
Summer 1	<u>Rights, rules and responsibilities</u> What are human rights? What does it mean to be treated and to treat others with respect? RR Who are those in positions of authority within our school and communities and how can we show respect? RR Why do we need rules at home and at school? RR What part can I play in making and changing rules? What do we mean by rights and responsibilities? What are my responsibilities at home and at school? How do we make democratic decisions in school? What is a representative and how do we elect them?		Pupil vocabulary: right responsibility want need rules respect decision influence democracy
Focus Themes	Playing my part Conflict		Key Facts:
<ul style="list-style-type: none"> • Respect • Authority • Class/school rules & charters • Rights and responsibilities • Democracy at school • School and class councils • Decision making 	RR	participate in making class ground rules and show or explain what following that rule looks like.	A need is something you must have to survive; like food, water and a home. A want is something that's nice to have, but you can actually live without; like an ice cream or a new skateboard. Respect is to recognize and appreciate the rights, beliefs, practices, and differences of other people.
	RR	be able to explain why rules are needed and be able to identify those which are necessary and useful.	
		suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting.	

<ul style="list-style-type: none"> • Debating and voting • Responsibilities at school and at home 		be able to explain the difference between wants and needs	<p>Human rights are freedoms all people are entitled to.</p> <p>Human rights are laws set by governments to ensure humans are treated fairly.</p> <p>There is a document called ‘the Rights of the Child’ which protects children’s rights.</p> <p>The letters UN stand for – United Nations.</p> <p>Rules are needed at home, at school and in society in order to keep us safe and allow us to learn.</p> <p>A democracy is when the people have a say in how the government is run.</p>
		be able to explain why rights are important and that they come with responsibilities, at home and at school.	
		be able to express how it feels to be treated with respect and demonstrate how to show respects for others, including those in positions of responsibility.	
		be able to describe what a representative does.	
Summer 2	<p><u>Digital Lifestyles</u></p> <p>What are the risks of being on line and how can I reduce them?</p> <p>How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR</p> <p>How does my own and others’ online identity affect my decisions about communicating online? OR</p> <p>How might people with similar likes & interests get together online? OR</p> <p>Can I explain the difference between “liking” and “trusting” someone online? OR</p> <p>What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR</p> <p>When looking at online content, what is the difference between opinions, beliefs and facts? OR</p> <p>Why is it important to ration the time we spend using technology and/or online? ISH</p> <p>How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH</p> <p>Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? ISH</p>		<p>Pupil vocabulary:</p> <p>identity</p> <p>image</p> <p>online</p> <p>inappropriate</p> <p>SMART rules</p>
Focus Themes	Conflict Playing my part	Key Facts:	

<ul style="list-style-type: none"> • Benefits of technology • Being healthier & safer • Online identity • Online contact • Liking & trusting • Mental wellbeing • Reliability of online content • Age restrictions • Asking for help 	OR	describe some risky situations they might face and say what they can do to feel as safe as possible	<p>Describe what feeling safe feels like e.g. comfortable, cared for, warm, calm, happy.</p> <p>What kind of things help to reduce the level of risk for example making sure they have a friend with them when possible, making sure they know where there are adults they can get help from if necessary, making sure parents/carers know where they are and what they are doing.</p> <p>Identify where the risks might be in their own use of technology such as passwords, open networks etc.</p> <p>Know the acronym SMART - Safe, Meeting, Accepting, Reliable, Tell.</p>
	OR	describe their current online activity and identify the risks involved in their own use of technology	
	OR	recognise when they feel uncomfortable when they see or hear something online, and know how to access help	
	OR	know, understand and be able to apply the SMART rules for keeping safe online	
	OR	communicate rules and strategies for keeping safe online to others	