

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
Beginning and belonging Sex and relationship education Anti bullying Personal safety	Rights, rules and responsibilities Working together	Rights, rules and responsibilities Me and my one line identify My emotions	Beginning and belonging Sex and relationship education Anti bullying Me and my online identify Personal safety	Working together My emotions

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 5

<p>Autumn 1 Unit 1</p>	<p><u>Beginning and belonging</u></p> <p>How can I build positive relationships and work collaboratively?</p> <p>What are my responsibilities for making sure everyone in school feels happy and safe? RR How can I take responsibility for building relationships in my school and how does this benefit us all? CF How might different people feel when starting something new and how can I help? MW How do we make people feel welcome and valued in and out of school? CF What helps me to be resilient in a range of new situations? MW Are there more ways I can get help now and how do I seek support? BS</p>		<p>Pupil vocabulary:</p> <p>collaborate responsibility respect empathy resilient/resilience</p>
<p>Focus Themes</p>	<p>Conflict Playing my part</p>		<p>Key Facts:</p>
<ul style="list-style-type: none"> • Ground Rules / class charters • Responsibilities • Belonging • New experiences • Resilience • Managing emotions • Network of support • Online sources of support 	<p>CF</p>	<p>know the names of everyone in their class and be able to build new relationships.</p>	<p>Say what helps me to learn in class such as: <u>listening, working with a partner</u> or working in silence.</p> <p>Reasons why somebody might be arriving new to the school including: <u>because they have moved to the area</u>, because they were not happy at their last school, because their family moves around and lives in different places, <u>because they have recently arrived in this country</u>, because they are refugees from another country.</p>
<p>CF RR</p>	<p>be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn.</p>		

	BS	be able to identify a range of people in their Network of support, and know how to access help and support.	Ways to make someone feel welcome might include: <u>a tour, being their buddy for the day</u> , introducing them to my friends.
	MW	know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions.	Name people who are in my network of support, both those I know well and those who I do not know so well.
	CF MW	have ideas for making new people feel welcome, and be able to offer support to others who need help.	Know who I can contact in outside agencies and support services if I need to such as: <u>Child line, the police</u> , social services or the <u>NSPCC</u> . Listen to and show an interest in what someone else is sharing by a number of ways including: <u>making eye contact</u> , using positive body language, active listening and <u>asking appropriate questions</u> . Cooperatively means working with other people. Empathy is when someone is able to share or understand the emotions and feelings of another person.
Autumn 1 Unit 2	<u>Rights, rules and responsibilities</u> What rights do I have as a child? What are the conventions of courtesy & manners and how do these vary? RR How does my behaviour online affect others & how can I show respect? IS/RR Why is it important to keep my personal information private, especially online? IS How can I contribute to making and changing rules in school? How else can I make a difference in school? What are the basic rights of children and adults? Why do we have laws in our country? How does democracy work in our community and in our country? What do councils, councillors, parliament and MPs do? Can I take part in a debate, respectfully listening to other people's views? RR		Pupil vocabulary: laws councillors parliament local council authority manifesto

Focus Themes	Inequality Significance		Key Facts:
<ul style="list-style-type: none"> • Courtesy, manners & respect • Online behaviour • Privacy • Ground rules/class charters • Children’s rights • Conflicting rights & responsibilities • Rules and laws in society • Role of the police • Local and national democracy • Participation in class & school • School and class councils • Social and moral issues 	BS	be able to explain and demonstrate rules for keeping safe and their responsibilities to others online and from where to seek support.	<p>Authority is the right or power to give orders, make decisions, or control people.</p> <p>Courtesy means good manners or politeness.</p>
	RR	be able to express their views on a moral or social question and listen to the views of others	<p>State some of the rights in the United Nations Convention on the Rights of the Child.</p>
	RR	be able to explain the conventions of courtesy and manners in some different settings.	<p>There might be differences or conflict between rights and responsibilities.</p> <p>The age of criminal responsibility is 10.</p> <p>The police enforce the law.</p>
		be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.	<p>Local councils work towards the local area such as keeping parks open, providing dog poo bins etc.</p>
		know why rules and laws are needed in society and explain some reasons why people sometimes break them.	<p>A manifesto is how candidates for election make promises to people to persuade them to vote.</p> <p>MP means member of parliament.</p>
		Understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils.	<p>MPs are elected by the public in a general election.</p>
	<p>Autumn 2 Unit 1</p>	<p><u>Relationship and sex education</u></p> <p>What will happen to my body as I grow up and how can I care for it?</p> <p>What are male and female sexual parts called and what are their functions? BS How can I talk about bodies confidently and appropriately? BS What happens to different bodies at puberty? CAB What might influence my view of my body? How can I keep my growing and changing body clean? HP</p>	

	How can I reduce the spread of viruses and bacteria? HP		scrotum anus pubic hair labia clitoris bladder sperm duct ovary cervix semen pregnant erection
Focus Themes	Conflict Playing my part		Key Facts:
<ul style="list-style-type: none"> Names of sexual parts Puberty Physical and emotional change Menstruation Developing body image Changing hygiene routines Viruses and bacteria 	BS	know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.	<p>Some of the changes during puberty will include: breasts begin to grow, hair gets greasy, sperm starts to be produced, hair starts to grow on your face, the body changes shape, periods start.</p> <p>A woman's menstrual cycle is approximately 28 days (1 month).</p> <p>There are a variety of menstrual products including: tampons, pads and recyclable products such as menstrual cups.</p> <p>Name some sexual parts that can be seen outside the bodies of males (penis) or females (vagina).</p> <p>Some words for sexual parts are rude and can offend people.</p> <p>Name ways in which illnesses can be spread for example by droplets (coughs and sneezes), blood and other body fluids e.g.</p>
	HP	understand the importance of washing regularly and of maintaining other hygiene routines during puberty.	
	HP	understand ways they can prevent the spread of some bacterial and viral diseases.	

	CAB	understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently.	<p>'spit', flies and insects, animals, touch, through infected water and food.</p> <p>Reduce the spread of common diseases by doing some of these things washing hands, covering mouth, not sharing toothbrushes, covering cuts and grazes, practising good food hygiene.</p> <p>Name personal hygiene products relevant to puberty e.g. detergents, razor, toothbrush, spot cream, sanitary towel, shampoo.</p> <p>Name parts of the body which need to be washed every day during puberty such as: under arms and genitals.</p>
	CAB	have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.	
Autumn 2 Unit 2	<u>Anti-bullying</u>	<p>What is the impact of bullying on all parties involved?</p> <p>Can I explain the differences between friendship difficulties and bullying? CF</p> <p>Can I define the characteristics and different forms of bullying? RR</p> <p>How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH</p> <p>What do all types of bullying have in common? RR</p> <p>Might different groups experience bullying in different ways? MW</p> <p>How can people's personal circumstances affect their experiences? MW</p> <p>How does prejudice sometimes lead people to bully others? CF</p> <p>Can I respond assertively to bullying, online and offline? RR</p> <p>How might bullying affect people's mental wellbeing and behaviour? MW</p> <p>How and why might peers become colluders or supporters in bullying situations? RR</p> <p>Can I identify ways of preventing bullying in school and the wider community? RR</p>	Pupil vocabulary:
Focus Themes	Playing my part Conflict		Key Facts:

<ul style="list-style-type: none"> • Friendship difficulties • Defining bullying • Bullying relating to race/ religion/culture • Homophobic, biphobic & transphobic bullying • Cyberbullying • Physical, mental & emotional wellbeing • Peer influence • Bystanders/colluders • Responsive strategies • Assertiveness • Equality Act • Sources of support 	CF RR	be able to talk about personal reasons why someone may engage in bullying.	<p>Stereotype is an oversimplified and inaccurate view held by many people.</p> <p>Prejudice is to judge or form an opinion of before gathering sufficient knowledge or evidence.</p> <p>Bullying behaviour is: painful, persistent, planned, powerful.</p>
	CF	be beginning to identify and describe specific types of prejudice driven bullying.	<p>Ways to gain power over someone could include: excluding someone so that they feel isolated or physically threatening someone so that they are frightened.</p>
	RR	be able to describe the key characteristics and forms of bullying.	<p>Cyberbullying can include: misuse of mobile phones, chatrooms, instant messaging services.</p> <p>Indirect bullying can include: exclusion, giving people nasty looks, gesturing, spreading rumours.</p>
	RR RR	be able to describe the different roles of those involved in a bullying situation.	<p>Strategies that bystanders could use to help someone include: telling an adult, encouraging the bullied person to tell someone, showing their disapproval to the person who is bullying.</p> <p>Ways to protect myself from being bullied could include: looking confident, being assertive, visualising and thinking positive thoughts.</p>

	RR	be able to describe confidently and demonstrate a number of assertiveness techniques.	<p>Factors and circumstances that sometimes make someone vulnerable to becoming a target of bullying can include: non assertive and withdrawn behaviour, aggravating behaviour, being perceived as different in some way.</p> <p>There are many damaging effects of bullying including: physical injuries, low self esteem, depression, suicide.</p> <p>Factors and circumstances that sometimes lead to someone bullying another person can include: emotional upset such as anger and jealousy, wanting to be in control, not being able to consider other people's feelings.</p>
	RR	be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied.	
	RR	be beginning to identify places where bullying may take place in the community.	
Spring 1	<p><u>Me and my online identity</u></p> <p>How can online content impact on me positively or negatively?</p> <p>What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR What are the principles for my contact and conduct online, including when I am anonymous? OR How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR How might the media shape my ideas about various issues and how can I challenge or reject these? OR Can I explain some ways in which information and data is shared and used online? OR How can online content impact on me positively or negatively? OR What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? IS What are some ways of reporting concerns and why is it important to persist in asking? IS Can I identify, flag and report inappropriate content? IS</p>		<p>Pupil vocabulary:</p> <p>internet data sharing profiles risk personal private passwords</p>

Focus Themes	Playing my part Significance		Key Facts:
<ul style="list-style-type: none"> • Decision making • Positive contributions • Evaluating content • Information storage & sharing • Mental & physical wellbeing • Responsibilities • Reporting 	OR	state some reasons why it is important to be careful about what they share online and give some examples of the risks involved	<p>The risks involved within being on line include: Cyberbullying, posting private Information, phishing, falling for scams, accidentally downloading malware, posts that come back to haunt a child later in life, theft of information.</p> <p>Explain how to keep your online profile safe including: never give out your password, do not post your address, full name, school etc only talk to people that you know, make sure security settings on your device at set.</p> <p>The acronym SMART stands for - safe, meeting, accepting, reliable, tell.</p> <p>If you 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> <p>Private information would include your full name, date of birth and address.</p>
	OR	explain some ways of ensuring an online profile is as safe as possible, and review their own online profile	
	OR	know how to create and maintain a safe password	
	OR	be able to explain the difference between personal and private information, giving examples, and know that private information should not be shared	
	IS	suggest some strategies which they can use if they see or hear something online which makes them feel uncomfortable	
Spring 2	<u>Working Together</u> <b style="color: red;">How could my skills and strengths be used in future employment? What are my strengths and skills and how are they seen by others? What helps me learn new skills effectively? What would I like to improve and how can I achieve this? How could my skills and strengths be used in future employment? What are some of the jobs that people do?		Pupil vocabulary: compliment communicate negotiate improve employment evaluation feedback

	How can I be a good listener to other people? CF How can I share my views effectively and negotiate with others to reach agreement? How can I persevere and help others to do so? CF How can I give, receive and act on sensitive and constructive feedback? RR		listener
Focus Themes	Success Inequality		Key Facts:
<ul style="list-style-type: none"> • Self perception and self evaluation • Developing skills • Steps towards goals • The world of work • Effective communication • Charing group discussions • Courtesy, negotiation & debate • Problem solving and perseverance • Influence of the media • Evaluation 	CF	communicate effectively, using listening, negotiation, debating and chairing skills.	<p>Know some of the skills they have including: writing, solving a maths problem, buddying someone who needs help in the playground, playing an instrument, tidying the classroom etc., at home they might be playing football, looking after a younger sibling, washing up, doing homework on the computer etc.</p> <p>Sometimes perseverance is difficult.</p> <p>Give a compliment to someone: I like you hair, you are good at etc.</p> <p>Negotiate means to bargain or come to an agreement with another person.</p> <p>Listening can sometimes be hard if you cannot communicate back - not being able to clarify with questions, no use of non-verbal cues or gestures.</p> <p>Say what they would like to be in the future and why – I would like to be a lorry driver because I could visit places I have never been to.</p> <p>Identify what skills people need in different jobs – a lorry driver – read maps, lift heavy things, drive etc</p>
	CF	know how to persevere.	
	RR	use evaluation and feedback to inform future work.	
		be able to identify their own strengths and skills, those of others and know how these can complement each other.	
		be able to talk about skills they would like to develop and hopes for the future.	
		understand that the ability to learn is a valuable skill.	
		recognise influences on their decision making, including the media.	
		know some skills which might be useful in a range of jobs.	
Summer 1	Personal Safety		Pupil vocabulary:

	<p>Am I making sensible judgements to be as safe as I can be?</p> <p>How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW Can I use my Early Warning Signs to judge how safe I am feeling? BS How do I judge who is a trusted adult or trusted friend? CF How can I seek help or advice from someone on my personal network and when should I review my network? BS How could I report concerns of abuse or neglect? BS Can I identify appropriate & inappropriate or unsafe physical contact? BS How do I judge when it is not right to keep a secret and what action could I take? BS How can I recognise risks online and report concerns? OR What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS</p>		<p>boundaries dilemmas honesty intimate judgement personal safety personal</p>
<p>Focus Themes</p>	<p>Conflict Playing my part</p>		<p>Key Facts:</p>
<ul style="list-style-type: none"> • Recognising own feelings & considering others • Rights and responsibilities • Is my fun, fun for everyone? • Early Warning signs • Identifying trusted adults • Personal networks • Safety continuum • Recognising and reporting abuse or neglect • Bodily autonomy • Personal boundaries 	<p>CF</p>	<p>be able to identify the qualities that make a safe 'network' person.</p>	<p>There are three basic types of neglect; physical neglect, educational neglect, and emotional neglect</p> <ul style="list-style-type: none"> • Physical neglect: Failure to provide food, clothing appropriate for the weather, supervision, a home that is hygienic and safe, and/or medical care, as needed. • Educational neglect: Failure to enrol a school-age child in school. • Emotional neglect: Failure to provide emotional support, love, and affection. <p>Sometimes things or people are not always what they seem and we should not always accept things at face value, e.g. a friend you have been chatting with on Club Penguin who says she is 10 might, in reality, be a 40 year old man.</p>
	<p>BS</p> <p>be able to identify behaviours that constitute abuse or neglect.</p>		
	<p>BS</p> <p>be able to seek help from an adult in their Network of Support and know when to review their network</p>		

<ul style="list-style-type: none"> • Safe, unsafe, unwanted touch • Safe and unsafe secrets • Online safety • Protective interruption • Assessing risk 	BS	be able to identify their Early Warning Signs, the physical feelings in their body that help them know that they are not feeling safe.	<p>You are always responsible for your own behaviour.</p> <p>Each person has their own personal boundary.</p>
	BS	be able to contribute to discussions around assessing risk.	<p>Identify people for individual Networks of Support, and why and when they might need to talk with them for example when they are upset about something, when they think something is wrong.</p>
	BS	be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.	<p>Abuse is when someone tries to take advantage of another person.</p> <p>Physical child abuse is an injury resulting from physical aggression. Examples might include: beating, slapping, hitting, pushing, shaking, kicking, biting, choking, burning with cigarettes.</p>
	MW	Be able to judge whether a secret is a safe or unsafe.	<p>Sexual abuse of a child is any sexual act between an adult and a child.</p> <p>Emotional abuse is any attitude, behaviour, or failure to act that interferes with a child's mental health or social development.</p>
Summer 2	<p><u>My emotions</u></p> <p>Positive Mental Health is important to everyone – discuss.</p> <p>How can we make mental wellbeing a normal part of daily life in the same way as physical wellbeing? MW</p> <p>What does it mean to have a 'strong sense of identity' & 'self-respect'? RR</p> <p>What can I do to boost my self-respect? RR</p> <p>How do I manage strong emotions? MW</p> <p>How can I judge if my own feelings and behaviours are appropriate & proportionate? MW</p> <p>How do I recognise how other people feel and respond to them?</p> <p>What is loneliness and how can we manage feelings of isolation? MW</p> <p>How common is mental ill health and what self-care techniques can I use? MW</p>		<p>Pupil vocabulary:</p> <p>moods</p> <p>calm</p> <p>relax</p> <p>overwhelmed</p> <p>self help</p> <p>wellbeing</p> <p>isolation</p> <p>loneliness</p>

	How and from whom do I get support when things are difficult? MW		
Focus Themes	Success Significance		Key Facts:
<ul style="list-style-type: none"> • Mental health • Self-respect & identity • Feelings, thoughts, behaviour • Recognising strong feelings • Loneliness • Empathy • Networks of support 	MW	be able to recognise and describe feelings in themselves and others, including mixed emotions and moods.	<p>Worrying might affect us such by: lack of sleep, poor eating, behaviour, panic, not being able to think about anything else, withdraw etc.</p> <p>There are varied causes of emotions and we might express them in different ways.</p> <p>Different people might experience different emotions in the same situation.</p> <p>Strategies for responding to my own and other people's emotion such as; telling someone; trying to distract yourself so you forget it; doing some exercise; listening to music to take your mind off it; staying away from others for a while.</p> <p>We may not be able to control how we feel but we are responsible for how we act and our reactions towards others at this time.</p> <p>When the impulsive part of our brain takes over we can make mistakes.</p> <p>Recognise how they feel when they are beginning to be overwhelmed.</p> <p>When being assertive we need to think about: body language, eye contact, tone of voice and what we say.</p>
	MW	be able to communicate effectively how they are feeling, including reasons for that feeling.	
	MW	regularly use some strategies to manage their feelings, including calming and relaxing themselves	
	MW	know what it feels and looks like to be assertive and understand some situations where being assertive might be important.	
	MW	use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful.	
	MW	begin to develop strategies for understanding and responding sensitively to others' emotions.	
	MW	understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help.	
	MW	be able to use a simple problem solving process and sometimes support others to do so too.	