

Relationships Education Coverage

Topic 1: Families and people who care for me	PSHE links	PSHE Objective links	Year 1	Year 2
1. that families are important for children growing up because they can give love, security and stability	R2	R2. to identify the people who love and care for them and what they do to help them feel cared for		Through story. CW Special Days
2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	R1 R4	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R4. to identify common features of family life		
3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	H22 R3	H22. to recognise the ways in which we are all unique R3. about different types of families including those that may be different to their own		BV Diversity
4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	R3	R3. about different types of families including those that may be different to their own		Ongoing through texts
5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	R4	R4. to identify common features of family life		Traditional stories Spring
6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	R5	R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	Ongoing	Ongoing CW

Topic 2: Caring friendships	PSHE links	PSHE Objective links	Year 1	Year 2
1. how important friendships are in making us feel happy and secure, and how people choose and make friends	R6	R6. about how people make friends and what makes a good friendship	Ongoing	Ongoing CW
2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	R6	R6. about how people make friends and what makes a good friendship	Ongoing	Ongoing CW
3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	R7	R7. about how to recognise when they or someone else feels lonely and what to do	As and when	Ongoing through story/role play
4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	R8	R8. simple strategies to resolve arguments between friends positively	Ongoing - CW	CW
5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	R9	R9. how to ask for help if a friendship is making them feel unhappy	Ongoing - CW	

Topic 3: Respectful Relationships	PSHE links	PSHE Objective links	Year 1	Year 2
1. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	H22, R23, L4, L6	H22. to recognise the ways in which we are all unique R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to L6. to recognise the ways they are the same as, and different to, other people		Cw Class discussion
2. practical steps they can take in a range of different contexts to improve or support respectful relationships	R6 R8	L6. to recognise the ways they are the same as, and different to, other people R8. simple strategies to resolve arguments between friends positively		
3. the conventions of courtesy and manners.	R22	R22. about how to treat themselves and others with respect; how to be polite and courteous	Ongoing	Class rules Assemblies CW
4. the importance of self-respect and how this links to their own happiness.	H21, H23 R22	H21. to recognise what makes them special R22. about how to treat themselves and others with respect; how to be polite and courteous	Ongoing - Ourselves topic	Ongoing looking at strengths in the curriculum
5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	R22, H22	R22. about how to treat themselves and others with respect; how to be polite and courteous	Ongoing	Building Bridges Role play PE
6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	R10, R11, R12	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	Anti-bullying week	Evil Weasel
7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.	L4	L4. about the different groups they belong to		PE History
8. the importance of permission-seeking and giving in relationships with friends, peers and adults.	R15, R17	R15. how to respond safely to adults they don't know R17. about knowing there are situations when they should ask for permission and also when		Group work PE Dance CW

		their permission should be sought		
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Topic 4: Online relationships (e-safety: discrete $\frac{1}{2}$ termly lesson, plus weekly computing sessions)	PSHE links	PSHE Objective links	Year 1	Year 2
1. that people sometimes behave differently online, including by pretending to be someone they are not.	R14	R14. that sometimes people may behave differently online, including by pretending to be someone they are not	Half termly e-safety	Online safety Work shops for parents
2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous	R12	R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	Half termly e-safety	Online safety
3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R20	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	Half termly e-safety	Ch are reminder about safe practice when using a comp
4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	R15	R15. how to respond safely to adults they don't know	Half termly e-safety	Safe email safe gaming
5. how information and data is shared and used online.	H34	H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	Half termly e-safety	Remind ch of need for parental permission for photographs etc

Topic 5: Being Safe	PSHE links	PSHE Objective links	Year 1	Year 2
1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R17	R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	Half termly e-safety	CW
2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	R13 R18	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)		Role play RE
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	R13	R13. to recognise that some things are private and the importance of respecting privacy;		PE Class rules

		that parts of their body covered by underwear are private		
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	R14, R15, R19	R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	Half termly e-safety	Building Bridges Visitors in school
5. how to recognise and report feelings of being unsafe or feeling bad about any adult.	R20	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	Ongoing	CW
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard	R20			Not Now Bernard
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.	R20			CW Story time
8. where to get advice e.g. family, school and/or other sources.	R20		Ongoing	CW

Whitefield Infant School and Nursery

Health Education Coverage

Physical health and mental wellbeing Coverage

Topic 1: Mental wellbeing	PSHE links	PSHE Objective links	Year 1	Year 2
1. that mental wellbeing is a normal part of daily life, in the same way as physical health.	H1	H1. about what keeping healthy means; different ways to keep healthy		Quiet time yoga
2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	H11, H12, H13, H14	H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling	Ongoing	
3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	H15, H16	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings	CW Ongoing	
4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	H18, H19	H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	CW Ongoing	CW Discussion Role play
5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	H17	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)		PE Wakey Shakey
6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	H18, H20, H24	H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H24. how to manage when finding things difficult		Quiet time yoga
7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	H24, H27, R7	H24. how to manage when finding things difficult H27. about preparing to move to a new class/year group		The Lonely Beast The Lonely Scarecrow
8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	R10, R11		Anti bullying week	Evil Weasel
9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	H19, R12	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	Ongoing	Playtime CW
10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	H24	H24. how to manage when finding things difficult	Ongoing	Class discussions

Topic 2: Internet Safety and Harms	PSHE links	PSHE Objective links	Year 1	Year 2
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(e-safety: discrete $\frac{1}{2}$ termly lesson, plus weekly computing sessions)				
1. that for most people the internet is an integral part of life and has many benefits	L7, L8 Covered in weekly computing sessions,	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	Half termly e-safety	Ongoing research
2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	H1	H1. about what keeping healthy means; different ways to keep healthy	Half termly e-safety	Online behaviour expert
3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	R10, R12	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	Half termly e-safety	
4. why social media, some computer games and online gaming, for example, are age restricted	H28 Covered in weekly computing sessions, $\frac{1}{2}$ termly e-safety lesson (switched on computing scheme)	H28. about rules and age restrictions that keep us safe	Half termly e-safety	We are responsible gamers
5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	H34	H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	Half termly e-safety	We are online behaviour experts
6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	L9	L9. that not all information seen online is true	Half termly e-safety	We are safe searchers
7. where and how to report concerns and get support with issues online.	H34	H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	Half termly e-safety	Online behaviour

Topic 3: Physical health and fitness	PSHE links	PSHE Objective links	Year 1	Year 2
1. the characteristics and mental and physical benefits of an active lifestyle	H1	H1. about what keeping healthy means; different ways to keep healthy		Ongoing PE
2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	H3	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	PE	PE Wakey Shakey
3. the risks associated with an inactive lifestyle (including obesity)	H3	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday		Science
4. how and when to seek support including which adults to speak to in school if they are worried about their health	H10	H10. about the people who help us to stay physically healthy	PE	Science PE

Topic 4: Healthy Eating	PSHE links	PSHE Objective links	Year 1	Year 2
1. what constitutes a healthy diet (including understanding calories, and other nutritional content)	H2, H3	H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday		

2. the principles of planning and preparing a range of healthy meals	H2	H2. about foods that support good health and the risks of eating too much sugar	Colgate project	Science D&T
3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	H2	H2. about foods that support good health and the risks of eating too much sugar		Science

Topic 5: Drugs, alcohol and tobacco	PSHE links	PSHE Objective links	Year 1	Year 2
1. The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking	H37	H37. about things that people can put into their body or on their skin; how these can affect how people feel		Assembly PSHE website

Topic 6: Health and Prevention	PSHE links	PSHE Objective links	Year 1	Year 2
1. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	H8	H8. how to keep safe in the sun and protect skin from sun damage		ongoing
2. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	H4	H4. about why sleep is important and different ways to rest and relax	Ramadan	ongoing
3. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentists	H7	H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	Colgate project	ongoing
4. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	H5	H5. simple hygiene routines that can stop germs from spreading	Ongoing	science
5. the facts and science relating to allergies, immunisation and vaccination.	H6	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy		science

Topic 7: Basic first aid	PSHE links	PSHE Objective links	Year 1	Year 2
1. know how to make a clear and efficient call to emergency services if necessary	H6	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy		
2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.	H25, H26	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change		Ongoing at playtime

Topic 7: Changing adolescent body	PSHE links	PSHE Objective links	Year 1	Year 2
3. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	H25, H26	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change		

