



Personal, Social and Health Education (PSHE) Policy

July 2026

Approved by the Governing Body Strategy Group 08/07/26

**This Policy is due for renewal in Term 6
2027–28**

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY

OF

GODINTON PRIMARY SCHOOL

INTRODUCTION:

Personal, Social, Health and Economic Education (PSHE) is a comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing children to understand spending, saving and the world of work, and **citizenship education** including British Values, helping children understand their rights, responsibilities and role in society.

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

SECTION ONE: INTENT

At Godinton Primary School we know that Personal, Social and Health Education (PSHE) is vital for helping to develop good citizens who become healthy, independent and responsible members of modern society as adults. We also know that by teaching the children about how to maintain positive physical and mental health as children, we are enabling our children to make good personal choices later in life due to being informed, resilient and open minded.

Our PSHE curriculum is carefully designed to be developmental and progressive. It encourages our children to be appreciative of the diversity of the world around them, encouraging them to celebrate differences between people, cultures and circumstances, alongside recognising their role in society. Our curriculum ensures that our children reflect on their relationships and how they can maintain positive relationships with their peers. We believe that it is essential for us to teach our children to be respectful of a range of cultures and beliefs and encourage them to contribute to both the life of the school and wider community in order to give them a sense of purpose and wellbeing.

Our 'Health curriculum' is also a priority as this enables the children to learn how to maintain a healthy lifestyle, protecting themselves from harm from substances such as drugs and alcohol as well as teaching them about how to maintain a healthy lifestyle through diet, exercise and good mental health. We also understand our role in preparing the children for puberty and the physical and emotional changes that will occur with the children, particularly in Key Stage 2.

As part of our Guiding Stars approach, Religious Education and Personal, Social and Health Education are the leading light subjects for '**Self-Confidence**'.

Within our RE and PSHE curriculums, children develop their ability to respect the views of others, ensuring they feel safe to ask questions in order to find out more. The children are encouraged to express their own ideas, thoughts and opinions in response to different questions and scenarios. They appreciate that everyone is unique and celebrate the diversity of our community and wider society and enjoy investigating these differences. The children identify what makes them unique, healthy and happy and identify what helps to boost their own confidence and that of others, as well as identifying the barriers to developing secure self-confidence.

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

SECTION TWO: TEACHING AND LEARNING STYLE

2.1 PSHE enables children to become healthy, independent and responsible members of society. The DFE Statutory Guidance document (2025) [Relationships and Sex Education \(RSE\) and Health Education](#) focuses on teaching pupils about making good decisions in regards to their physical health and mental wellbeing. We view both physical and mental health as being interlinked and we encourage our pupils to understand the interdependency between these two areas.

Through our PSHE curriculum, we support and encourage our pupils to lead healthy lifestyles. When issues arise with physical or mental wellbeing we teach our pupils how to seek support as early as possible from suitable sources.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through our school 'Mini Management Team'. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse, multicultural society. We also prepare our children for the onset of puberty through the teaching of our health education.

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3–11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

2.2 We place an emphasis on active learning by immersing children in discussions, investigations and problem solving activities. We encourage the children to participate in a range of practical activities that promote active citizenship e.g. charity fundraising, planning of school events such as an assembly, or involvement in an activity to help individuals or groups less fortunate than themselves. We organise taught sessions effectively so that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children many opportunities to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and

supportive local community. We also offer workshops that focus on aspects of PSHE such as Safety in Action. Whole school activities also take place to promote good mental health during Anti-Bullying Weeks or National Online Safety Days for example.

School assemblies are also designed to support and reinforce aspects of our PSHE curriculum.

SECTION THREE: PSHE CURRICULUM STRUCTURE AND PLANNING

3.1 Our curriculum implementation is below. This information is also provided on our school website:

IMPLEMENTATION:

The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core – Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice – Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community – The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue – PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive

relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum – Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching – Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information – they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

We also view our whole school 'Godinton Star Values' that are embedded into our school community as integral to our support of positive citizenship in our children. We also ensure that our programme of school assemblies offer knowledge to the children about key festivals from a range of religions, an opportunity to learn about British values, global citizenship, stories from other cultures, environmental issues as well as teaching the children about aspects of the wider community such as people who help us.

We offer a thematic approach to the implementation of our PSHE curriculum with a different focus in each term that is shared with the children during our STAR (Showing Tolerance and Respect) week. The PSHE curriculum is taught alongside our units of work for RE during this week. We also encourage our staff to be responsive to the children's PSHE needs in the remaining weeks of term as they arise and to include additional taught sessions if necessary to address these.

The six themes to explore with the children are:

- ✓ Being me in my World;
- ✓ Dreams and Goals;
- ✓ Celebrating Differences;
- ✓ Relationships;
- ✓ Healthy Me;
- ✓ Changing Me.

These aspects provide breadth of coverage from understanding rules and how they keep us safe to maintaining a healthy lifestyle and the onset of puberty. Each theme encourages the children to both reflect on their own views and experiences of the topics being taught and to develop their knowledge, age appropriately, within each area. Pupils are taught to be empathetic, accepting, questioning, inclusive and understanding of the world around them and the people within it as well as themselves, regardless of race, religion, gender, culture or sexual orientation.

3.2 The PSHE curriculum at Godinton Primary School includes statutory Health education elements that are described in the [Relationships and Sex Education \(RSE\) and Health Education](#) document from the DfE. Appendix A outlines the expectations for children's knowledge and understanding in regard to their Health Education by the end of primary school.

These elements form part of our comprehensive curriculum and are delivered at age appropriate times during a pupil's time at Godinton. Our PSHE scheme of work outlines the different aspects of the subject to be covered in each year group in order to ensure continuity and progression. Further curriculum information can be found on the school website.

3.3 We develop our children's citizenship skills by giving them responsibilities in school. Our school Mini Management Team has representatives from each class in years 1 – 6 and meets regularly to discuss a variety of whole school issues. The 'Mini Management Team' also use pupil questionnaires in order to ascertain the views of all the pupils within our school. Children also have the opportunity to be House Captains, Playground Buddies, Climate Action Crew and Kindness Ambassadors throughout their time at Godinton.

3.4 At Godinton we have a clear set of school values which permeate through all aspects of school life. They provide a code of conduct which every member of our school community aspires to. They are reinforced through our behaviour management policy and our approach to developing British Values.

SECTION FOUR: EARLY YEARS FOUNDATION STAGE

PSHE is an integral part of the EYFS framework and one of the 'Prime Areas' that underpins our curriculum. We follow the statutory requirements of [Early Years Foundation Stage 2021](#) and we relate the PSHE aspects of the children's learning to the objectives set out in the Early Learning Goals (ELGs) as well as using the online 'Jigsaw' resource to teach our pupils. Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes through the taught aspect of 'Understanding the World'.

SECTION FIVE: THE CONTRIBUTION OF PSHE TO OTHER SUBJECTS

The majority of our PSHE curriculum is taught in a block of work during our Showing Tolerance and Respect (STAR) week.

PSHE learning is also reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction. (see appendix B)
- ICT: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.

- **Citizenship:** Rights and responsibilities, democracy, community involvement, understanding diverse communities.
- **Religious Education:** Moral questions, values, beliefs and world views, diversity and respect.
- **Literacy:** Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between PSHE and other learning, reinforcing understanding and helping children to see how PSHE knowledge and skills apply across different contexts.

5.1 Spiritual, Moral, Social and Cultural Development/ British Values

Through the teaching of PSHE, we contribute to the children's spiritual development. This will be through our dedicated STAR Week Lessons, supportive circle time and additional PSHE lessons in response to a need in the classroom. Whole school and school team assemblies offer a broad and balanced range of topics to develop the children spiritual, moral, social and cultural awareness and knowledge. We also cover topical events such as Remembrance Day, religious festivals and other current news issues. The children are provided with a wealth of opportunities to discuss moral questions through their curriculum topics and year group heroes. This includes enabling the children to form and share their opinions, debate topical issues and consider the how to manage their own wellbeing and mental health. British values are embedded in the PSHE curriculum and form a key part of the children's experiences and knowledge.

SECTION SIX: TEACHING PSHE TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. In some instances, it is necessary to adapt the proposed curriculum significantly in order for pupils with complex needs to access it. This may be through the way that the information is presented, additional pre teaching and the language used to teach the topic. This may be relevant within a lesson on puberty for example. When teaching PSHE we take into account the targets set for the children in their Individual Support Plans and how they can access elements of the health education curriculum for example.

SECTION SEVEN: ASSESSMENT AND RECORDING

7.1 Teachers provide feedback to the children on a regular basis and throughout the lesson (see marking and feedback policy)

7.2 Summative judgements shall be provided twice a year by class teachers. These judgements will be logged on Arbor. The teacher assesses against key curriculum objectives and provides a 'best fit' for each child, i.e. whether they are working below age-related expectations, at age-expected or are exceeding the age-related expectations. This data is recorded on Arbor.

7.3 The PSHE subject leader will analyse this data and will use this to inform the other teachers as to how the children in school are progressing from year to year.

7.4 At Godinton Primary, we issue two pupil reports per academic year. Effort in PSHE is reported to parents twice per year with pupil attainment shared with parents in the Spring and Summer reports.

7.5 We do not set formal examinations in PSHE.

7.6 The skills of good citizenship are recognised by the school through weekly 'Stars of the Week' awards. These are given to children who have upheld our Godinton School Values that represent our school ethos and priorities for developing good citizens and positive members of society.

SECTION EIGHT: RESOURCES

The PSHE coordinator holds a selection of reference materials for teaching various PSHE topics, including sensitive issues such as SRE and drugs education. Our online 'Jigsaw' resource' also provides a wealth of materials which supports all aspects of our PSHE curriculum.

SECTION NINE: CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. Staff ensure that in delivering the curriculum they set suitable learning challenges of CIC, in response to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The PSHE and SEN coordinators will support staff in doing this within this subject.

SECTION TEN: EQUALITY, DIVERSITY AND INCLUSION

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of

inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone – boys and girls – has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements

- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

SECTION ELEVEN: SAFEGUARDING AND SUPPORT:

11.1 This policy should be read in conjunction with the school's Safeguarding (Child Protection) Policy.

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

11.2 Managing Disclosures and Concerns

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Children are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works – that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to PSHE delivery, they are briefed on safeguarding procedures before working with children.

11.3 Signposting to Support

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSHE lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support – within their family, at school, and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

SECTION TWELVE: MONITORING AND REVIEW

12.1 The curriculum team leader, supported by the PSHE co-ordinator, is responsible for monitoring the standard of the children's work and the quality of teaching in PSHE.

12.2 They are also responsible for supporting colleagues in the teaching of PSHE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

12.3 They evaluate the strengths and weaknesses in the subject and indicate areas for further improvement, which may then be fed into the School Improvement Plan.

12.4 This policy is reviewed every two years by the Governor Strategy Group.

APPENDIX A: Relationships and Health Education: Statutory Content

[Relationships, Relationships and Sex Education and Health Education](#)

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me – That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships – How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships – The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness – How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe – Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- **Mental wellbeing** – The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- **Internet safety and harms** – The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- **Physical health and fitness** – Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- **Healthy eating** – What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- **Drugs, alcohol, tobacco and vaping** – Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- **Health protection and prevention** – Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- **Personal safety** – Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- **Basic first aid** – How to make emergency calls; dealing with common injuries including head injuries.
- **Developing bodies** – Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

APPENDIX B:

Building Foundations for Secondary RSHE

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding – enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

APPENDIX C

SCIENCE CURRICULUM LINKS TO OUR PSHE CURRICULUM

EYFS:

Key Knowledge in this unit (Understanding of the World):

To observe, recognise and explore the changing world around us, using a range of senses. Showing curiosity by asking questions about the world around us.

Year Group (NC)	Topic (Year group currently shown)	Attainment Target	Non Statutory guidance
1	Animals including humans (Yr 1)	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
2	Animals including humans (Yr 2)	Pupils should be taught to notice that animals, including humans, have offspring, which grow into adults. Find out about the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene	Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what

			humans need to stay healthy; and suggesting ways to find answers to their questions.
3	Animals including humans (Yr 3)	Pupils should be taught to: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
4	Animals including humans (Yr 4)	Pupils should be taught to: Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions	Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.
5	All living things in their habitat (Yr 5)	Pupils should be taught to: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction	Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

		in some plants and animals.	
	Animals including Humans (yr 5)	Pupils should be taught to describe the changes as humans develop to old age	Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
6	Animals including Humans	Pupils should be taught to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.	Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.