



Hodnet Primary School PHSE & RSE Whole School Progression Planning Overview

	Autumn	Spring	Summer			
Calendar events	<ul style="list-style-type: none"> World Mental Health day NSPCC - Pants and whole school safeguarding Anti-Bullying week Class assemblies Christmas Jumper day Church performance / music performance Nativity Panto Pupil surveys Safeguarding surveys 	<ul style="list-style-type: none"> Chinese New Year National Storytelling week Safer Internet Day Fairtrade Fortnight International women's day, International day of maths World water day Mothers day Class assemblies Church performance / music performance 	<ul style="list-style-type: none"> Titanic anniversary World Heritage day World Asthma day (asthma friendly award school) Science enrichment week Careers activity (day/week/event) World environment day Fathers day World refugee day Armed forces day 	<ul style="list-style-type: none"> Sports day Family picnic Class assemblies Church performance / music performance Leavers performance / assembly Staff surveys 		
Assembly focus themes/events	<ul style="list-style-type: none"> New beginnings Democracy (BV) Harvest MacMillan Charity Black history Month Rule of Law (BV) Mental Health Vicar visit monthly 	<ul style="list-style-type: none"> Safeguarding Remembrance Diwali Anti-Bullying week Respect (BV) Online safety Safer Schools 	<ul style="list-style-type: none"> Hope Martin Luther King Tolerance (BV) Storytelling Respect (BV) Internet safety Safety at home Chinese New Year Vicar visit monthly 	<ul style="list-style-type: none"> Ind Liberty (BV) World Book day Fairtrade Scientist Inspirational women Random acts of kindness 	<ul style="list-style-type: none"> Appreciation Patience People who help us Responsibility and environment Armed forces Respect (BV) Safety Nelson Mandela Tolerance (BV) 	<ul style="list-style-type: none"> Vicar visit monthly Safeguarding Democracy (BV) Water safety Safety at home Hopes, wishes, future aspirations Individual Liberty (BV)
R	<ul style="list-style-type: none"> Keeping and staying healthy - healthy choices Relationships - roles of people Being responsible - right from wrong, independence Our world - similarities/differences (RE link) Feelings and Emotions - positive attachments, sensitive to needs of others 	<ul style="list-style-type: none"> Keeping healthy - basic hygiene, independence Keeping safe - behaviour, consequences 	<ul style="list-style-type: none"> Keeping safe - risk <p>RSE:</p> <ul style="list-style-type: none"> Naming body parts/boys and girls Good and bad touch Trusted adults Family types 			
1	<p>1Decision:</p> <ul style="list-style-type: none"> Computer Safety - Online Bullying Relationships - Friendships Feelings and Emotions - Jealousy Fire safety - hoax calling 	<p>1Decision:</p> <ul style="list-style-type: none"> Keepings/Staying Safe - Road Safety Keepings/Staying Healthy - Washing Hands Being Responsible - Water Spillage 	<p>PSHE Association:</p> <ul style="list-style-type: none"> Drugs and Alcohol - Keeping safe - things that go into our bodies. 	<p>1Decision:</p> <ul style="list-style-type: none"> Our World - Growing in Our World Hazard Watch - Drugs and Alcohol Relationships - Touch (RSE) (Respect yourself Touch/Choices and Amazing Me modules may also be used) 		

<p>2</p>	<p>1Decision:</p> <ul style="list-style-type: none"> • Computer Safety - Image Sharing • Relationships - Bullying • Feelings and Emotions - Worry; Anger • Fire safety - petty arson 	<p>1Decision:</p> <ul style="list-style-type: none"> • Our World - Living in our World • Our World - Working in our World • Relationships - Body Language 	<p>1Decision:</p> <ul style="list-style-type: none"> • Keepings/Staying Healthy - Healthy Eating • Hazard Watch - Drugs and Alcohol • Relationships - Touch (RSE) • Being responsible - practice makes perfect <p>PSHE Association:</p> <ul style="list-style-type: none"> • Drug and Alcohol Awareness - Keeping healthy: medicines - page 8 - 12, page 56 - 64 • Keeping safe: medicines and household products - page 13 - 16, page 65 - 68 	<p>RSE (Respect Yourself)</p> <p>Changes:</p> <ol style="list-style-type: none"> 1. I can do 2. Being safe <p>Choices:</p> <ul style="list-style-type: none"> • Car wash - touch • Caring for pets - likes/dislikes • People who care for us - good touch/bad touch • Story - comfortable/uncomfortable • Body outline - appropriate touch points
<p>3</p>	<p>1Decision:</p> <ul style="list-style-type: none"> • Keeping and Staying Safe - Staying Safe and Leaning out of windows. • Keeping and Staying Healthy - Medicine. • Relationships - Touch. <p>St John's Ambulance:</p> <ul style="list-style-type: none"> • Calling for help • Basic life support • Bites and Stings 	<p>1Decision:</p> <ul style="list-style-type: none"> • Being Responsible - Stealing. • Feelings and Emotions - Grief. • Computer Safety - Making Friends Online. 	<p>1Decision:</p> <ul style="list-style-type: none"> • Our World - Looking after our world. • First Aid. • Fire safety - texting when driving <p>RSE (Respect Yourself)</p> <p>Changes:</p> <ol style="list-style-type: none"> 1. Growing up (body names/words) 2. Knowing our bodies (word puberty introduced - changes, no details) 3. Fact and fiction (Life cycles introduced, no reproduction info) 	<p>PSHE Association:</p> <ul style="list-style-type: none"> • Drugs and Alcohol - Safety rules and risks: medicines and household products <p>RSE (Respect Yourself)</p> <p>Choices:</p> <ul style="list-style-type: none"> • Conscience Alley scenarios age appropriate. (Risks dangers, consent not in sexual context)
<p>4</p>	<p>1Decision:</p> <ul style="list-style-type: none"> • Keeping and Staying Healthy • First Aid • Online Bullying 	<p>1Decision:</p> <ul style="list-style-type: none"> • Feelings and Emotions- Jealousy • The Working World- Chores at home 	<p>PSHE Association:</p> <ul style="list-style-type: none"> • Drug and Alcohol Awareness - Safety rules and risks: alcohol and smoking 	<p>RSE - 1Decision:</p> <ul style="list-style-type: none"> • Growing and changing - Relationships Healthy relationships, types of families, types of relationships, appropriate, inappropriate)

	St John's Ambulance: <ul style="list-style-type: none"> • Calling for help • Basic life support • Asthma 	<ul style="list-style-type: none"> • A World without Judgement- Breaking Down barriers 	1Decision <ul style="list-style-type: none"> • Being responsible - Coming Home on Time 	<ul style="list-style-type: none"> • Growing and changing - Puberty (Periods - only the periods section - avoid the changes such as wet dreams).
5	St John's Ambulance: <ul style="list-style-type: none"> • Calling for help • CPR • Head injuries • Basic life support • Bleeding 1Decision: <ul style="list-style-type: none"> • Peer pressure • Looking out for others 	1Decision: <ul style="list-style-type: none"> • Inclusion and acceptance • Enterprise • Smoking. 	1Decision: <ul style="list-style-type: none"> • Image sharing • Anger 	RSE - 1Decision <ul style="list-style-type: none"> • Growing and changing - Relationships Healthy relationships, types of families, types of relationships, appropriate, inappropriate) • Growing and changing - Puberty (avoid wet dreams, will need to skip this section within the boys element).
6	St John's Ambulance: <ul style="list-style-type: none"> • Calling for help • CPR • Basic life support • Head injuries • Choking 1Decision: <ul style="list-style-type: none"> • Water safety • Worry 	1Decision: <ul style="list-style-type: none"> • Alcohol 	PSHE Association: <p>Drugs and Alcohol awareness</p> <ul style="list-style-type: none"> • Managing risk: influences and pressure • Managing risk: drugs and alcohol in the media 	1Decision: <ul style="list-style-type: none"> • Making friends online • In-App purchases • British values • Stealing RSE - 1Decision <ul style="list-style-type: none"> • Growing and changing - Puberty. • Growing and changing - Conception. RSE Respect Yourself Transition project <ul style="list-style-type: none"> • Emotional and Physical Changes • Relationships • Healthy choices

Statutory National Requirements - By the end of Primary school children should know:

Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe
<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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 • 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 	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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 	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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 • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in 	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online 	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources

		relationships with friends, peers and adults		
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Sticky facts which run through our curriculum are highlighted in blue.