



HCAT

**Personal Development & Relationships (Sex)
and Health Education Curriculum**

Purpose of study

At HCAT, the PD & RSHE Curriculum sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities should be used flexibly to plan a programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding.

Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, schools may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

PD & RSHE education addresses both pupils' current experiences and preparation for their future. The HCAT PD & RSHE curriculum therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PD & RSHE education.

During key stages 1 and 2, our PD & RSHE curriculum offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PD & RSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

PD & RSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

We have created supplementary guidance on sex education which is additional, but non-statutory content that parents have a right to withdraw their child from.

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. Healthy Lifestyles (Physical Wellbeing)
2. Mental Health
3. Ourselves, Growing and Changing
4. Keeping Safe
5. Drugs, Alcohol and Tobacco

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. Families and Close Positive Relationships
2. Friendships
3. Managing Hurtful Behaviour and Bullying
4. Safe Relationships
5. Respecting Self and Others

CORE THEME 3: LIVING IN THE WIDER WORLD

This core theme focuses on:

1. Shared Responsibilities
2. Communities
3. Media Literacy and Digital Resilience
4. Economic Wellbeing: Money
5. Economic Wellbeing: Aspirations, Work and Career

PD & RSHE

| Health and Wellbeing | | | | | | | |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Healthy Lifestyles (Physical Wellbeing) | <p>To know and talk about the different factors that support their overall health and wellbeing</p> <p>To know their own basic hygiene and personal needs</p> <p>To know and choose healthy foods and drinks</p> <p>To know that some foods are just 'sometimes' foods (in moderation)</p> <p>To know their own bedtime routine</p> <p>To know ways to have a calm evening and bedtime routine</p> | <p>To know what keeping healthy means and different ways to keep healthy</p> <p>To know why sleep is important and different ways to rest and relax</p> <p>To know simple hygiene routines that can stop germs from spreading</p> <p>To know how to keep safe in the sun and protect the skin from sun damage</p> <p>To know about the people who help us to stay physically healthy</p> | <p>To know about foods that support good health and the risks of eating too much sugar</p> <p>To know different ways to be physically active everyday</p> <p>To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>To know about dental care and visiting the dentist</p> <p>To know about different ways to learn and play, recognising the importance of taking breaks from digital devices.</p> | <p>To know about the elements of a balanced, healthy lifestyle</p> <p>To know about what good physical health means and how to recognise early signs of physical illness</p> <p>To know about what constitutes a healthy diet, including the risks associated with not maintaining a healthy diet</p> <p>To know about how sleep contributes to a healthy lifestyle and routines that support good quality sleep</p> | <p>To know how to make informed decisions about health</p> <p>To know how to maintain good oral hygiene and the impact of lifestyle choices on dental care</p> <p>To know about the benefits of sun exposure and risks of overexposure</p> <p>To know how and when to seek support if they are worried about their health</p> | <p>To know that habits can have both positive and negative effects on a healthy lifestyle</p> <p>I know some positive and negative habits people may have that may impact on their health</p> <p>To know how regular exercise benefits mental and physical health and some of the associated risks with an inactive lifestyle</p> <p>To know the effects of lack of sleep on the body</p> <p>To know about the benefits of the internet and the importance of balancing time online with other activities</p> | <p>To know about choices that support a healthy lifestyle and recognise what might influence these</p> <p>To know that bacteria and viruses can affect health and how everyday hygiene routines can limit the spread of infection</p> <p>To know how medicines, when used responsibly, contribute to health and some diseases can be prevented by vaccinations and immunisations.</p> |
| Mental Health | <p>To show an understanding of their own feelings and those of others.</p> <p>To begin to regulate their behaviour accordingly to a situation</p> <p>To know how to describe different emotions</p> <p>To know ways to change feelings and calm down</p> <p>To know events that can make a person feel sad</p> | <p>To know about different feelings that humans can experience</p> <p>To know and name different feelings</p> <p>To know about ways of sharing feelings and words to describe them</p> <p>To know about things that help people feel good (e.g. playing outside, doing things they enjoy, getting enough sleep)</p> | <p>To know how feelings can affect people's bodies and how they behave</p> <p>To know how to recognise what others might be feeling</p> <p>To know that not everyone feels the same at the same time, or feels the same about the same things</p> <p>To know different things they can do to manage big feelings</p> <p>To know when they need help with their feelings and know how to ask for help</p> <p>To know about change and loss (including death) and identify feelings associated with this.</p> | <p>To know that mental health, just like physical health, is part of daily life and it is important to take care of it</p> <p>To know a variety of vocabulary to talk about feelings and how to express them in different ways.</p> | <p>To know about strategies and behaviours that support mental health</p> <p>To know that feelings can change over time and range in intensity</p> | <p>To know strategies to respond to feelings and how to manage and respond to feelings appropriately and proportionately</p> <p>To know warning signs about mental health and wellbeing and how to seek support for themselves.</p> | <p>To know that anyone can experience mental ill health and most difficulties can be resolved with help and support</p> <p>To know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> |
| Ourselves, Growing and Changing | <p>To think about themselves, to learn from their experiences.</p> <p>To know about how they have changed as they have grown.</p> <p>To know the difference between babies, children and adults</p> | <p>To name the main parts of the body including external genitalia (vulva, vagina, penis, testicles)</p> <p>To know about preparing to move to a new class or year group.</p> | <p>To know how to manage when they are finding things difficult.</p> <p>To know about growing and changing from young to old and how people's needs change</p> | <p>To know the difference between male and females, naming body parts using agreed words.</p> | <p>To know about how hygiene routines change during the time of puberty and the importance of keeping clean</p> | <p>To identify the external genitalia and internal reproductive organs in males and females</p> <p>To know about the physical and emotional changes that happen when approaching and during puberty</p> | <p>To know about where to get more information, help and advice about growing and changing, especially about puberty</p> |

PD & RSHE

| | | | | | | | |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Keeping Safe | <p>To know about how to recognise things that might not be safe.</p> <p>To know things that keep their bodies safe.</p> <p>To know some hazards and ways to stay safe inside and outside</p> <p>To know how to care for the safety of others</p> | <p>To know what to do if there is an accident and someone is hurt</p> <p>To know how to get help in an emergency (how to dial 999 and what to say)</p> | <p>To know basic rules to keep safe online, including what is meant by personal information.</p> <p>To know that not all information seen online is true.</p> | <p>To know what first aid is and some basic techniques for dealing with common injuries (bruises, scalds, burns and bleeds)</p> <p>To know how to respond and react in an emergency situation, including how to identifying if a situation requires the emergency services</p> | <p>To know the importance of keeping personal information private and strategies for keeping safe online</p> | <p>To know how they promote personal safety and wellbeing with reference to digital media</p> | <p>To know reasons for following and complying with regulations and restrictions (including age restrictions)</p> <p>To know about the importance of taking medicines correct and using household products safely</p> |
| Drugs, Alcohol and Tobacco | <p>To know safe decisions about items they do not recognise</p> <p>To know about what our bodies need to stay well (medicine)</p> | <p>To know the safe ways to store medicine and who can give it to children</p> | <p>To know about things that people can put into their body or on their skin</p> <p>To know how these things can affect how people feel</p> | <p>To know the definition of the word 'drug' and understand that nicotine and alcohol are both drugs.</p> | <p>To know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> | <p>To know about the risks and effects of legal drugs common to everyday life (cigarettes, e-cigarettes, alcohol and medicines)</p> | <p>To know that drug use can become a habit which can be difficult to break</p> <p>To know about why people choose to use or not use drugs</p> |

| Relationships | | | | | | | |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Families and Close Positive Relationships | <p>To know their special people (family, friends, carers) and what makes them special</p> <p>To know that different people have different special people.</p> <p>To form positive attachments to adults and friendships with peers</p> | <p>To identify common features of family life</p> <p>To know about the roles different people (friends, relatives etc) play in our lives</p> <p>To identify the people who love and care for them and what they do to help them feel cared for</p> | <p>To know about different types of families including those that may be different to their own</p> <p>To know that it is important to tell someone if something about their family makes them unhappy or worried</p> <p>I know stable, caring relationships, which may be of different types, are all at the heart of happy families, and are important for children's security as they grow up.</p> | <p>To know that there are different types of relationships (e.g. friendships, family, romantic and online)</p> <p>To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>To know that people who love and care for each other can be in a committed relationship, living together or may live apart</p> | <p>To know that a feature of positive family life is caring relationships and the different ways people care for one another</p> <p>To know if family relationships are making them feel unhappy or unsafe</p> <p>I know the features of a caring relationship</p> | <p>To know that people may be attracted to someone emotionally.</p> <p>To know and respect that there are different types of family structure which give family members love, security and stability</p> <p>To know other shared characteristics of healthy family life, including commitment, care, spending time together, and being there for each other</p> | <p>To know that people may be attracted to someone romantically and sexually.</p> |
| Friendships | <p>To know how to work and play cooperatively and take turns with others</p> <p>To know why friends are important and how they help us</p> <p>To know ways to care for a friend in need</p> | <p>To know about how people make friends and what makes a good friendship</p> <p>To know when they or someone else feels lonely and what to do</p> | <p>To know simple strategies to resolve arguments between friends positively</p> <p>To know how to ask for help if a friendship is making them feel unhappy</p> | <p>To know about the importance of friendships and strategies for building positive friendships</p> <p>To know the importance of seeking support if feeling lonely or excluded</p> | <p>To know that healthy friendships make people feel included</p> <p>I know strategies for how to include others</p> | <p>To know what constitutes a positive healthy friendship and that the same principles apply to online friendship as to face-to-face</p> <p>To know if a friendship (online or offline) is making them feel unsafe or uncomfortable</p> | <p>To know how friendships can change over time</p> <p>I know the benefits of having different types of friends</p> |
| Managing Hurtful Behaviour and Bullying | <p>To know how to show sensitivity to their own and to other's needs</p> | <p>To know that bodies and feelings can be hurt by words and actions</p> | <p>To know about how people may feel if they experience hurtful behaviour or bullying</p> | <p>To know about the impact of bullying, including offline and online,</p> | <p>To know strategies to respond to hurtful behaviour experienced or</p> | <p>To know what is meant by negotiation and compromise in relationships.</p> | <p>To understand what discrimination means and how to challenge it</p> |

PD & RSHE

| | | | | | | | |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | To know ways in which we can be kind towards others | To know that hurtful behaviour including teasing, name-calling and deliberately excluding others is not acceptable | To know that people can say hurtful things online To know how to report bullying and the importance of telling a trusted adult | and the consequences of hurtful behaviour | witnessed and how to report their concerns | | |
| Safe Relationships | To know the adults who they can ask for help from, and will keep them safe To recognise the feelings they have when they are unsafe To know how to talk about keeping themselves safe, safe touches and consent. | To know that some things are private and the importance of respecting privacy, including their body parts To know how to respond safely to adults they don't know To know how to respond if physical contact makes them feel uncomfortable or unsafe To know what to do if they feel unsafe or worried for themselves or others and who to ask for help | To know there are situations when they should ask for permission and also when their permission should be sought To know about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually) To know basic techniques for resisting pressure to do something if it makes them feel unsafe To know that sometimes people may behave differently online, including by pretending to be someone they're not | To know how to respond safely and appropriately to adults they may encounter in all context, whom they do not know To know where to get advice and report concerns if they are worried about their own or someone else's personal safety | To know about privacy and personal boundaries, demonstrating what is appropriate in friendships and wider relationships | To know strategies for recognising risks, harmful content and contact To know about seeking and giving permission (consent) in different situations | To know why someone may behave differently online, including pretending to be someone else To know and use strategies to deal with pressure from others to do something unsafe or that makes them feel uncomfortable |
| Respecting Self and Others | | To know the ways in which they are the same and different to others To know how to be polite and courteous | To know how to treat themselves and others with respect. | To know that personal behaviour can affect other people To know and model respectful behaviour online | To know about respecting the differences and similarities between people I know what I have in common with others | To know the importance of self-respect and how this can affect their thoughts and feelings about themselves To know that everyone, including them, should expect to be treated politely and with respect by others | To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own To know how to discuss and debate topical issues, respecting other people's point of view To know how to constructively challenge the points of view they disagree with |

| Living in the Wider World | | | | | | | |
|----------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Shared Responsibilities | To know their immediate environment using knowledge from observations | To know about what rules are and why they are needed To know about why different rules are needed in different situations I know why rules are important | To know about things they can do to help look after the school environment I know to look after the school environment by keeping areas tidy and treating it with respect. | To know reasons for rules and laws I know the consequences of not adhering to the rules and laws I know consequences of following rules can be positive | To know ways of carrying out shared responsibilities for protecting the environment in school and at home To know how everyday choices can affect the environment I know reusing items benefits the environment | To know there are human rights, that are there to protect everyone I know a responsibility is having a duty to deal with something or of having control over someone I know freedom of expression means we are free to express our | To know about the relationship between rights and responsibilities I know individuals campaign for causes they believe in to protect theirs and others human rights |

PD & RSHE

| | | | | | | | |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | To know about things they can do to help look after the local environment | | | thoughts and opinion as long as it is within the law | |
| Communities | To know some similarities and differences between different religious and cultural communities in the UK | To know about the different groups they belong to I know some groups are given to us e.g. eye colour and race, some are chosen for us e.g. religion, family and some we can chose e.g. hobbies & friends I know how democracy works | To know the ways they are the same as, and different to, other people To know about the different roles and responsibilities people have in their community I know some people have jobs that help to keep our environment a good place to live | To know about the different groups that make up their community. To know what living in a community means I know how democracy works in the local area | I know groups exist to do different things in a community To know the different contributions that people and groups make to the community To know the value of diversity in a community | To know about diversity and the benefits of living in a diverse community I know contributions to the community are recognised and valued. I know significant people who have impacted on the local community in our area. | To know about stereotypes and how they can negatively influence behaviours and attitudes towards others To know strategies for challenging stereotypes I know prejudice is preconceived opinion that is not based on reason or actual experience |
| Media Literacy and Digital Resilience | To know ideas about activities they are safe to do on electronic devices To know what to do and who to talk to if they feel unsafe online | To know about how the internet and digital devices can be used safely to find things out and to communicate with others To know about the role of the internet in everyday life | To know that not all information seen online is true | To know ways in which the internet and social media can be used both positively and negatively To know about some of the different ways information and data is shared and used online | To know things appropriate to share and things that should not be shared on social media To know the rules surrounding the distribution of images online | To know how to assess the reliability of sources of information online and how to make safe, reliable choices from search results To know about how text and images in the media and on social media can be manipulated or invented | To know about how information on the internet is ranked, selected and targeted at specific individuals and groups To know that connect devices can share information |
| Economic Wellbeing: Money | To know coins and other items related to money To know the uses of money To know why it is important to keep money safe | To know what money is and the forms that money comes in To know that money comes from different sources | To know that people make different choices about how to save and spend money To know about the difference between needs and wants To know that sometimes people may not always be able to have the things they want | To know about the different ways to pay for things and the choices people have about this | To know that people have different attitudes towards saving and spending money To know that people make spending decisions based on priorities, needs and wants | To know what influences people's decisions on spending and saving money To know what makes something good value for money | To know different ways to keep track of money To know about the risks associated with money, including gambling, loss or stolen and know ways to keep money safe To identify the ways that money can impact on people's feelings and emotions |
| Economic Wellbeing: Aspirations, Work and Career | | To know that everyone has different strengths To know that jobs help people to earn money to pay for things To know different jobs that people they know or people who work in the community do | To know about some of the strengths and interests someone might need to do different jobs | To know positive things about themselves and their achievements To know that there is a broad range of different job/careers that people can have | To know that people often have more than one career or type of job during their life To know that some jobs are paid more than others To know that money is one factor which may influence a person's job or career choice | To know about what might influence people's decisions about a job or career | To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them To know a variety of routes into careers (e.g. college, apprenticeship and university) |