



PSHE and RSE at Richmond Hill Primary Academy

Below are the key strands that our whole curriculum is designed around. Our PSHE and RSE curricula support children to develop Strands 1, 2, 3, 4 and 5 by helping them build resilience and aspiration, develop strategies for self-regulation, understand and celebrate equality and diversity, make informed and safe choices, and recognise their responsibility towards the environment and sustainability.

Strand 1- Developing Resilient & Aspirational Learners	Strand 2 – Developing Self-Regulated Learners	Strand 3 – Developing an Understanding of Equality, Diversity and Creating Culturally Rich Learners	Strand 4 – Developing Risk Assured Learners	Strand 5 – Developing Environmental and Sustainability Aware Learners
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At Richmond Hill Primary Academy, we recognise that high-quality PSHE and RSE education is essential for supporting pupils' personal development, mental wellbeing, and preparation for the wider world. It plays a key role in safeguarding, fostering resilience, promoting respect for diversity, and helping children to become responsible, confident individuals.

Our PSHE and RSE curriculum is guided by the Sheffield RSE and PSHE Curriculum, which has been carefully developed from the PSHE Association's Programmes of Study. These Programmes of Study are closely aligned with the requirements set out in the Department for Education (DfE) Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education.

The curriculum is organised into three key concepts:

- **Relationships** – including family relationships, friendships, and respectful relationships.
- **Living in the Wider World** – focusing on community, responsibilities, and active citizenship.
- **Health and Wellbeing** – covering mental wellbeing, physical health, personal hygiene, and growing up.

Through our PSHE and RSE curriculum, we ensure that pupils are explicitly taught the fundamental building blocks of positive relationships, including respect, kindness, honesty, resilience, and personal responsibility. Children learn about healthy friendships and family relationships, how to set and respect personal boundaries, and how to stay safe both offline and online. They are also taught how to recognise unsafe behaviours, understand their rights over their own bodies, and seek help if they have concerns, supporting a whole-school approach to safeguarding. Our teaching is inclusive and sensitive to the diverse family structures and lived experiences of our pupils. We actively promote the development of key character traits such as integrity, perseverance, and empathy, equipping children with the knowledge, skills, and attributes needed to thrive emotionally, socially, and academically.

This structured approach ensures that children develop the knowledge, skills, and attributes they need to manage their lives both now and, in the future, supporting their personal development, safeguarding, and preparation for life beyond primary education.

EYFS

At Richmond Hill Primary Academy, we use 'Development Matters' to help us design an effective early year's curriculum for PSHE and RSE. Personal, Social and Emotional Development (PSED) forms one of the three prime areas of learning in the Early Years Foundation Stage. Through carefully planned experiences, children are supported to build strong, positive relationships,

develop self-awareness and independence, and begin to understand and manage their feelings and behaviour. From Nursery, children are given repeated and varied opportunities to engage in activities that promote sharing, turn-taking, listening, and cooperation, with feedback and guidance from adults to develop confidence, resilience, and empathy. Within Communication and Language, children are encouraged to express their needs, wants, feelings, and opinions effectively, laying the foundations for respectful communication and relationships. The development of children's social and emotional awareness underpins their ability to engage positively with the wider world. This is planned for through carefully structured PSED activities and opportunities for child-initiated play, where children learn to build friendships, resolve conflicts, and celebrate differences. It is important that children have regular opportunities to talk about emotions, relationships, safety, and belonging. The quality and variety of interactions, experiences, and language used by adults is crucial for developing children's emotional literacy, mental wellbeing, sense of identity, resilience, and understanding of the diverse world around them.

Composite Knowledge

In line with the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance](#), the composite knowledge covered through the teaching of PSHE and RSE is outlined below.

Families and people who care for me	<p>Pupils should know</p> <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.
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	<ul style="list-style-type: none"> • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <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.

Respectful relationships	<p>Pupils should know</p> <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 relationships with friends, peers and adults.
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Online relationships	<p>Pupils should know</p> <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.
Being safe	<p>Pupils should know</p> <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.

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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

	<p>physical wellbeing.</p> <ul style="list-style-type: none"> • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking,

	alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Component Knowledge

Relationships		Relationships		Living in the Wider World	
Family		Friends		Community	
KS1	<ul style="list-style-type: none"> - Understand own family - Know that we should feel safe and receive kindness when with our families (although not everyone does) - Understand acceptable behaviour at home and at school - Understand that families change - Practice saying no (consent) - Know how to report concerns - Understand that families are diverse 	KS1	<ul style="list-style-type: none"> - Learn how to be a kind friend - Identify the features of good friends - Identify 'bossy' friendships - Identify bullying 	KS1	<ul style="list-style-type: none"> - Contribute to a happy school - Consider their wider community - Understand the equality of expectations for boys and girls - Learn about gender (boys, girls and gender expectations)
LKS2	<ul style="list-style-type: none"> - Understand the way that families can change (including bereavement) - Appreciate that there are cultural differences between families in their communities - Know that boys and girls should be treated equally 	LKS2	<ul style="list-style-type: none"> - Choose healthy friendships - Understand that friends are diverse - Learn how to resolve conflict - Including people who are in minority groups - Understanding what 'non-binary' means 	LKS2	<ul style="list-style-type: none"> - Consider their place within a happy and fair world - Explore feelings of belonging - Learn how to contribute to society
UKS2	<ul style="list-style-type: none"> - Discuss the reason why people get married - Learn how to disagree and listen to opposing views with respect - Understand that families are highly varied and that the differences between people should be accepted and celebrated 	UKS2	<ul style="list-style-type: none"> - Appreciate the ongoing complexity of close friendships - Celebrate difference - Identify manipulation tactics - Learn to stand up for our own interests - Identify and challenge bullying and stereotypes - Accept and celebrate difference - Begin to understand gender identity and sexual orientation 	UKS2	<ul style="list-style-type: none"> - Understand the history of prejudice and discrimination - Learn how to stand up to prejudice - Learn about impairments and the way to treat disabled people with respect - Understand the importance of money and how to use it wisely - Explore the inequalities created by unequal distribution of wealth - Explore what does it mean to be British

Health and Wellbeing	
Mental Wellbeing	
KS1	<ul style="list-style-type: none"> - Talk about feelings - Consider the range of moods that we experience - Resolve arguments - Begin to gain a sense of self
KS2	<ul style="list-style-type: none"> - Manage feelings - Understand the causes and barriers to our own happiness
UKS2	<ul style="list-style-type: none"> - Develop empathy for other people in the world - Understand mental wellbeing - Resolve conflicts - Understand the causes of our emotions - Explore self-identity

Health and Wellbeing	
Mental Wellbeing	
KS1	<ul style="list-style-type: none"> - Learn how to exercise - Identify healthy foods - Learn how to keep clean - Identify and avoid dangers
LKS2	<ul style="list-style-type: none"> - Appreciate the importance of exercise - Appreciate the importance of a healthy diet - Understand issues relating to hygiene and illness
UKS2	<ul style="list-style-type: none"> - Critique beauty standards and expectations and the effect these have on mental health - Understand that we need to balance long term happiness with short term enjoyment - Have a thorough understanding of diet and exercise - Appreciate the significance to health of hygiene and illness - Learn about the dangers of drugs, alcohol and tobacco - Learn how to verify health information - Identify and manage hazards and risk - Learn key life-saving skills

Health and Wellbeing	
Mental Wellbeing	
KS1	Learn how our bodies change over time (Linked to science)
LKS2	Be able to access to information about periods should they need to
UKS2	Puberty <ul style="list-style-type: none"> - Understand physical changes including identifying body parts - Understand emotional changes - Understand the importance of hygiene during puberty - Understand the process of menstruation
	Optional Learn how sexual reproduction can lead to childbirth

Granular Knowledge

The granular knowledge for PSHE is mapped out across the Key Stages with enquiry questions and subsequent granular planning.

	KS1		LKS2		UKS2	
Cycle	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 RELATIONSHIPS Family	Who’s in my family?	When should I say no?	Do families always stay the same?	Are boys and girls the same?	Why do some people get married?	Is there such a thing as a ‘normal’ family?
	Do families always stay the same?	Who owns my body?	Are all families like mine?		Are families ever perfect?	
	How should families treat each other?	Are families all the same?				
2 RELATIONSHIPS Friends	Who is my friend?	Should friends tell us what to do?	What makes a good friend?	Are friendships always fun?	What makes a close friend?	Why are some people unkind?
	What makes a good friend?	How do we stop bullying?	Are all friends the same?		Can we be different and still be friends?	What are stereotypes?
					Should friends tell us what to d?	How do I accept my friends for who they are?
3 LIVING IN THE WIDER WORLD Communities	How do we make a happy school?	Who lives in our neighbourhood? Jobs	How do we make the world fair?	Where do you feel like you belong?	What is prejudice?	Why is money important?
					What is the history of prejudice?	How should I spend my money?
		Who lives in our neighbourhood?	What makes a boy or a girl?			How can I be a great citizen?

	People		Where do you feel like you belong?	How can we help the people around us?		What does it mean to be British?
4 HEALTH AND WELLBEING	Where do feelings come from?	What helps me be happy?	How do I manage my feelings?	Are we happy all the time?	Does everybody have the same feelings?	Why do we argue?
	Who am I?	Who can help me be happy?			Should we be happy all the time?	Who am I?
Mental wellbeing						
5 HEALTH AND WELLBEING	How do I help my body stay healthy?	How do we stop getting ill?	How do I keep my body healthy?	How do I get a healthy diet?	Is there such a thing as the perfect body?	Why do some people take drugs?
	How do I decide what to eat?	How can I stay safe?	How do I get a healthy diet?	How do I stop getting ill?	How can I stay fit and healthy?	Where should I get my health information?
					Can I avoid getting ill?	How do I save a life?
6 HEALTH AND WELLBEING	How do bodies change as we get older? Link to science. Correctly name the main parts of the body, including external genitalia using scientific terms. (age appropriate)	How do bodies change as we get older? Link to science. Correctly name the main parts of the body, including external genitalia using scientific terms.	Can recognise how they grow and will change as they become older.	What is a period?	How will my body change as I get older?	How will my body change as I get older?
				To know how their body may change as they grow and develop, how to care for their body and	How will my feelings change as I get older?	How will my feelings change as I get older?
					How will I stay clean during puberty?	How will I stay clean during puberty?
					What is menstruation?	What is menstruation?
Growing up						
SRE						

(NSPCC safeguarding)	Safe touch To know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Safe touch To know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.		celebrate their uniqueness	Can anticipate how their body may change as they approach and/or move through puberty.	How do plants and animals reproduce? ** Taught through science and DOES NOT include sexual intercourse
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