**Basildon CE Primary**

**RSE and Health Education mapping**

Statutory content is outlined in this [document](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

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| **Relationships Education**  |
| **Families and people who care for me***International day of families* *15th May 2023* | that families are important for children growing up because they can give love, security and stability..  | PSHE Y1A Y3A |
| 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 | PSHE Y1A |
| 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. | PSHE Y1A Y3A Y6A |
| 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 | PSHE Y1A Y3A |
|  that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. | PSHE Y6A |
| how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | PSHE Y1A Y3A Y5A |
| **Caring friendships** | how important friendships are in making us feel happy and secure, and how people choose and make friends | PSHE Y1A Y5A |
| the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | PSHE Y2A Y4A Y5A |
| that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | PSHE Y2A Y4A Y5A |
| 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 | PSHE Y1A Y2A Y5A |
| 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. | PSHE Y1A Y2A Y4A Y5A |
| **Respectful relationships***Anti Bullying Week 14th Nov 2022*RE Curric - all years (Understanding Christianity planning and Other Faiths units)  | 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..  | PSHE Y2A Y2Su Y3A Y4A |
| practical steps they can take in a range of different contexts to improve or support respectful relationships | PSHE Y2A Y4A |
| the conventions of courtesy and manners. | PSHE Y1A Y3Su |
| the importance of self-respect and how this links to their own happiness. | PSHE Y3A Y5A |
| 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 | PSHE Y2A Y2Su Y4A Y4Su Y5A |
| 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.  | PSHE Y2A Y3A Y4A |
|  what a stereotype is, and how stereotypes can be unfair, negative or destructive. | PSHE Y3Su Y5A |
| the importance of permission-seeking and giving in relationships with friends, peers and adults. | PSHE Y1A Y4A Y5A |
| **Online relationships***Safer Internet Day 14th Feb 2023* | that people sometimes behave differently online, including by pretending to be someone they are not | PSHE Y1A |
|  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. | PSHE Y2A Y4A Y5A |
|  the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  | PSHE Y2A Y4A  |
|  how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  | PSHE Y2A Y3A Y4A |
| how information and data is shared and used online. | PSHE Y4Su |
| **Being safe** | what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context  | PSHE Y3A Y5A Y6A  |
| 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. | PSHE Y1A Y3A Y4A Y5A  |
| that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | PSHE Y1A Y5A Y6A |
| how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. | PSHE Y1A Y5A  |
| how to recognise and report feelings of being unsafe or feeling bad about any adult. | PSHE all  |
| how to ask for advice or help for themselves or others, and to keep trying until they are heard. | PHSE all  |
| how to report concerns or abuse, and the vocabulary and confidence needed to do so. | PSHE Y4A Y5A |
| where to get advice e.g. family, school and/or other sources. | PSHE Y2A Y3A Y6A |

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| **Health Education**  |
| **Mental wellbeing** *Daily wellbeing is ongoing**Daily check ins with teachers**World Mental Health Day 10th Oct 22**Chns Mental Health Day 6th Feb 2023* | that mental wellbeing is a normal part of daily life, in the same way as physical health. | PSHE Y1Sp Y2Sp Y5Sp Y6Sp |
| 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. | PSHE Y1SP Y2SP Y3SP  |
| 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. | PSHE all  |
| how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | PSHE all  |
| the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | PSHE 2SP Y4SP Y5SP Y6 SPSEE BELOW\* |
| simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. | PSHE Y2SP Y4SP  |
| solation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | PSHE Y4A |
| that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. | PSHE Y4A |
| 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). | PSHE Y1SP Y2SP Y6SP  |
| 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. | PSHE Y1SP Y2SP Y6SP  |
| **Internet safety and harms***Safer Internet Day 14th Feb 2023**ICT Curric:**Y1 A**Y2 A**Y3 A**Y4 A**Y5 A**Y6 A* | that for most people the internet is an integral part of life and has many benefits. | PSHE Y1 SU Y6SU |
| about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. | PSHE Y2SU Y6A Y6SP Y6SU |
| 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. | PSHE Y6A Y6SU |
| why social media, some computer games and online gaming, for example, are age restricted. | PSHE Y1SP Y6SP Y6SU  |
| 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. | PSHE Y4A Y6SP Y6SU |
| how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. | PSHE Y3SU Y4SU Y5SU Y6SU |
| where and how to report concerns and get support with issues online. | PSHE Y4A Y5A Y6SP  |
| **Physical health and fitness***Walk to school week 22nd May* *Inter House comps**Active break and lunch times*  | the characteristics and mental and physical benefits of an active lifestyle. | SEE ABOVE\*PE curric (all years)  |
| 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. | PSHE Y3 SP PE curri - all  |
| the risks associated with an inactive lifestyle (including obesity). | PSHE Y1SP |
| how and when to seek support including which adults to speak to in school if they are worried about their health. | PSHE Y3SP Y4SP  |
| **Healthy eating** H*ealthy eating week 12th June* | what constitutes a healthy diet (including understanding calories and other nutritional content).  | PSHE Y3SP Science Y3sp Y6sp |
| the principles of planning and preparing a range of healthy meals. | PSHE Y3SP DT Y1 Sp Y3Su Y6 Sp |
| 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). | PSHE Y1SP Science Y3sp Y6sp |
| **Drugs, alcohol and tobacco**  | the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | PSHE Y4 SP Y6SP  |
| **Health and prevention**  | how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  | PSHE Y4SP Y5SP  |
| about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. | PSHE Y1SP Y5SP  |
| the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | PSHE Y2SP Y4SP Y5SP  |
| about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. | PSHE Y2SP Y4SP science Y4 sp |
| about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. | PSHE Y1SP Y5SP  |
| the facts and science relating to allergies, immunisation and vaccination. | PSHE Y2SP Y5SP Y4SP  |
| **Basic first aid***PSED week whole sch focus - visitor*  | how to make a clear and efficient call to emergency services if necessary.  | PSHE Y1SP Y4SP Y5SP  |
| concepts of basic first-aid, for example dealing with common injuries, including head injuries. | PSHE Y5SP  |
| *Y2SP/Y3SP - SCH AREA SPECIFIC* |  |
| **Changing adolescence body** | key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes | PSHE Y5SP Y6SP |
|  about menstrual wellbeing including the key facts about the menstrual cycle. | PSHE Y5SP Y6SP |

*changing from young to old and body parts - y2sp*

*science - Y5 Animals inc Humans Summer*