



# PERSONAL DEVELOPMENT & RELATIONSHIP, HEALTH AND SEX EDUCATION CURRICULUM

*West Meadows Primary School*

INTENT: KNOWLEDGE, SKILLS & THE NATIONAL CURRICULUM





# CHALLENGING, EXCITING, ENJOYABLE & RELEVANT



At West Meadows Primary School, we are passionately committed to providing our pupils with the best possible start in life. We are driven to ensure that we support pupils' spiritual, moral, cultural, mental and physical development and help them to become a resilient responsible and happy individual that will allow them to be able to adapt to the changing world in which we live in. Through teaching PD & RSHE, our pupils gain vital understanding of the world around them and learn how to thrive as individuals, family members and members of society. We believe that all children deserve to succeed and our ultimate goal is to have nurture-articulate, well informed children and to help them prepare for life's many opportunities and challenges.

Our approach to the PD & RSHE (Relationship, Health & Sex Education) curriculum ensures that it is taught discretely to ensure depth and rigour. The PD & RSHE curriculum has been developed from the National Curriculum and statutory guidance for RSE in primary schools, which ensures it supports pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life. We feel it is important that it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

At West Meadows, 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, teachers 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 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.

<b>YEAR 6</b> <b>AUTUMN TERM 1</b>	<b>Subject:</b> <b>PD &amp; RSHE</b>	<b>KEY CONCEPT:</b> <b>PHYSICAL HEALTH AND WELLBEING</b>	
<b>FUNDAMENTAL BRITISH VALUES LINK:</b> 	<b>SCHOOL VALUES LINK:</b> <b>We're Proud</b> 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>DATE:</b>   Week 1: How can I follow a healthy lifestyle?  <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span><input type="checkbox"/> Beginning</span> <span><input type="checkbox"/> Achieved</span> <span><input type="checkbox"/> Embedded</span> <span><input type="checkbox"/> I don't understand</span> <span><input type="checkbox"/> I need more help</span> <span><input type="checkbox"/> I'm confident</span> <span><input type="checkbox"/> I can teach this</span> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>DATE:</b>   Week 2: How can I limit the spread of bacteria?  <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span><input type="checkbox"/> Beginning</span> <span><input type="checkbox"/> Achieved</span> <span><input type="checkbox"/> Embedded</span> <span><input type="checkbox"/> I don't understand</span> <span><input type="checkbox"/> I need more help</span> <span><input type="checkbox"/> I'm confident</span> <span><input type="checkbox"/> I can teach this</span> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>DATE:</b>   Week 3: How do medicines work?  <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span><input type="checkbox"/> Beginning</span> <span><input type="checkbox"/> Achieved</span> <span><input type="checkbox"/> Embedded</span> <span><input type="checkbox"/> I don't understand</span> <span><input type="checkbox"/> I need more help</span> <span><input type="checkbox"/> I'm confident</span> <span><input type="checkbox"/> I can teach this</span> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>DATE:</b>   Week 4: How can drugs be used safely?  <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span><input type="checkbox"/> Beginning</span> <span><input type="checkbox"/> Achieved</span> <span><input type="checkbox"/> Embedded</span> <span><input type="checkbox"/> I don't understand</span> <span><input type="checkbox"/> I need more help</span> <span><input type="checkbox"/> I'm confident</span> <span><input type="checkbox"/> I can teach this</span> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>DATE:</b>   Week 5: How does the media edit media online?  <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span><input type="checkbox"/> Beginning</span> <span><input type="checkbox"/> Achieved</span> <span><input type="checkbox"/> Embedded</span> <span><input type="checkbox"/> I don't understand</span> <span><input type="checkbox"/> I need more help</span> <span><input type="checkbox"/> I'm confident</span> <span><input type="checkbox"/> I can teach this</span> </div> </div> <div style="border: 1px solid black; padding: 5px;"> <b>DATE:</b>   Week 6: Where can I get advice about puberty from?  <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span><input type="checkbox"/> Beginning</span> <span><input type="checkbox"/> Achieved</span> <span><input type="checkbox"/> Embedded</span> <span><input type="checkbox"/> I don't understand</span> <span><input type="checkbox"/> I need more help</span> <span><input type="checkbox"/> I'm confident</span> <span><input type="checkbox"/> I can teach this</span> </div> </div>	
<p><b>Lesson 1:</b> I know about choices that support a healthy lifestyle and recognise what might influence these.  <b>Knowledge:</b> The choices I make may support a healthy or unhealthy lifestyle. My choices can be impacted by other people, the media and the internet.  <b>Key Vocabulary:</b> healthy choices, unhealthy choices, influence</p> <p><b>Lesson 2:</b> I know that bacteria &amp; viruses can affect health and everyday hygiene routines can limit the spread of infection.  <b>Knowledge:</b> Bacteria and viruses are living organisms that can affect people's health. Hygiene routines such as handwashing, thorough cleaning and coughing/sneezing into tissues limits the spread of infection  <b>Key Vocabulary:</b> bacteria, viruses, hygiene, infection</p> <p><b>Lesson 3:</b> I know how medicines, when used responsibly, contribute to health and some diseases can be prevented by vaccinations and immunisations  <b>Knowledge:</b> Medicines can relieve pain, support the body to recover from illness, manage an ongoing health condition e.g. asthma/diabetes or prevent an illness or disease. Some people have to be trained by doctors or nurses to administer medicine on their own  <b>Key Vocabulary:</b> prevention, cure, manage symptoms</p> <p><b>Lesson 4:</b> I know that drug use can become a habit which can be difficult to break.  <b>Knowledge:</b> I know about why people choose to use or not use drugs. Some drugs are addictive and lead to a habit. Peer pressure can influence some people to use drugs. Peer support can help people to break a habit. Vaping often involves inhaling nicotine, which is a highly addictive. Vaping liquids contain harmful chemicals that can damage your lungs and overall health  <b>Key Vocabulary:</b> drug abuse, habit, addiction, vaping</p> <p><b>Lesson 5:</b> I know the images in the media can be changed, altered or adapted and this means it may not be 'true'.  <b>Knowledge:</b> I identify images which have been edited, altered or adapted. I consider why these may be changed, i.e. media, marketing, social media. Deepfakes are digitally altered videos or images. deepfakes can make it look like people are doing or saying things they never did, they can be used to spread lies or deceive people.  <b>Key Vocabulary:</b> media, editing, deepfake</p> <p><b>Lesson 6:</b> I know about where to get more information, help and advice about growing and changing, especially puberty.  <b>Knowledge:</b> I can talk to trusted adults about puberty, growing and changing. I may experience emotional changes. I can receive support from trusted adults or external services.  <b>Key Vocabulary:</b> trusted adult, emotional support</p>			

Example of a PD & RSHE curriculum organiser

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.



## IMPLEMENTATION: ACCELERATED LEARNING CYCLE



# BUILDING PROGRESSIVELY ON TAUGHT SKILLS



At West Meadows, PD & RSHE education addresses both pupils' current experiences and preparation for their future. The spiral curriculum design allows children 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.

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi-sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.



We ensure we provide opportunities for children to personally develop by immersing themselves in our three core themes that are at the heart of the our PD & RSHE curriculum offer and a revisited within a spiral curriculum throughout the year:

HEALTH AND WELL-BEING, RELATIONSHIP AND LIVING IN THE WIDER WORLD



Key Concepts - Birdwell Half Termly Cycle

We provide to the children through developing their understanding of the fundamental British values of: democracy, individual liberty, the rule of law and mutual respect and tolerance in order to develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults in the 21st Century.

We take particular pride in approaches we utilise with our children, drawing on insights from recent advances in neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development. We ensure staff are able to access CPD and we provide support and interventions to children to promote the personal development of all children, particularly those with additional social and emotional needs.

Our curriculum is designed with a core focus on retrieval practice, recognising its pivotal role in helping students know more and remember more. This intent is actualised through a dual approach: integrated retrieval within individual lessons and a structured, subject retrieval practice rota. In-session retrieval activities are carefully crafted to reinforce key concepts and knowledge, promoting immediate recall and application. Complementing this, our weekly retrieval practice rota systematically revisits content across various subjects, ensuring spaced repetition and interleaving of crucial information. This comprehensive strategy aims to strengthen neural connections, facilitate the transfer of knowledge to long-term memory and build increasingly complex mental models. By embedding retrieval practice as a fundamental aspect of our curriculum, we strive to enhance our pupils' ability to retain, recall and apply their learning effectively, thereby fostering deeper understanding and more robust academic progress.

Our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects.



## IMPACT: ASSESSMENT



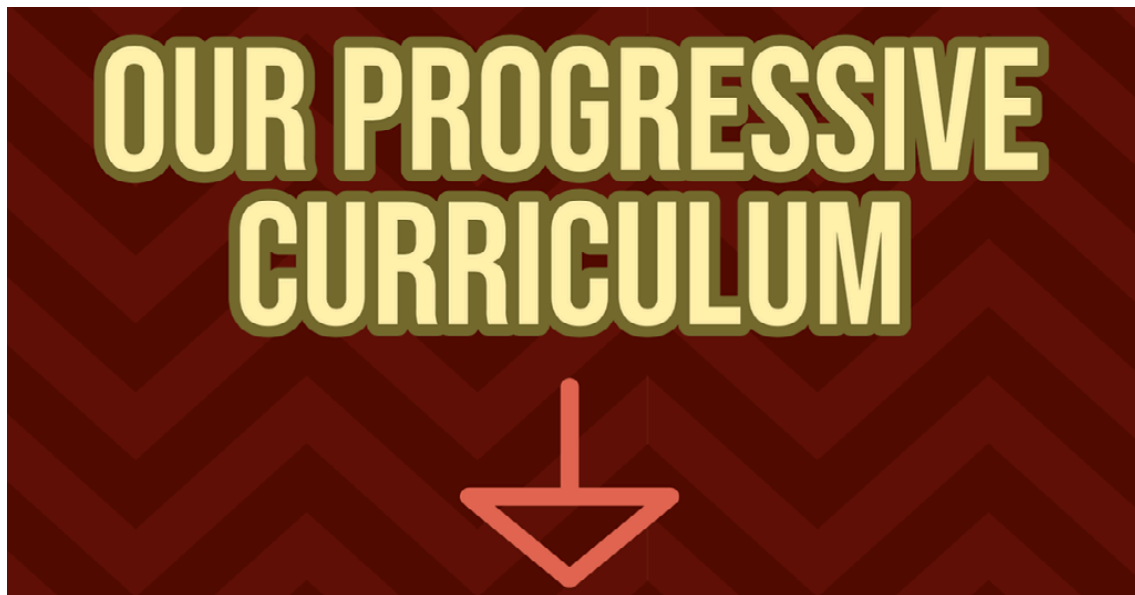
# KNOWING MORE AND REMEMBERING MORE



PD & RSHE is largely assessed formatively by the class teacher. By knowing the class well and establishing ground rules early on, the class teacher creates close, positive relationships with the children in which they are able to assess the understanding of the children during each topic. Teachers will provide written and verbal feedback based on reflections of the children to challenge their thinking and extend them further. In Early Years Foundation Stage, we assess children's knowledge and understanding according to the relevant aspects of the Development Matters. The information gathered will inform subsequent teaching and learning.

As a school, we believe that reflection time is an important step in pupil learning and progress. We ensure that our pupils are given time to reflect upon their learning. Reflection helps us to recognise what and how we have learned and what we need to focus on in the future. Reflection should be about valuing and encouraging pupil involvement – getting them to share ideas, listen to each other and develop the confidence to join in.

Our schools are dedicated to providing a high-quality curriculum that is ambitious for all pupils. We have a robust system in place to ensure children are making strong progress in their foundation subjects using the Arbor MIS platform to conduct summative assessments at key points in the year. The purpose of these assessments is for our subject leaders and teachers to analyse pupil understanding against our assessment statements, which are progressively devised from our taught curriculum. This allows children to acquire knowledge that builds upon the fundamentals of their prior knowledge in a well designed curriculum sequence.





Personal Development and RSHE Curriculum in EYFS					
<b>Personal, Social and Emotional Development (educational programme) :</b> Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.					
Skills and knowledge (Fluid across FS1 FS2)			What does this look like in provision/adult interactions?	Transition to KS1	Characteristics of effective learning
<b>Self-regulation</b> - Able to talk about and manage their emotions - Begin to show 'effortful control' - Talking about feelings in more elaborated ways (D-3) - Select and use activities and resources with help - Develop their sense of responsibility and membership of community - Understand gradually how others might be feeling - Talk about their feelings - Develop appropriate ways of being assertive (3-4) - See themselves as a valuable individual - Identify and moderate their own feelings socially and emotionally - Express their feelings and consider feelings of others (4-5)	<b>Managing self</b> - Grow in independence, rejecting help. - Express preferences and decisions they also try new things and start establishing their autonomy - Learn to use the toilet with help and then independently (D-3) - Show more confidence in new social situations - Follow rules, understanding why they are important - Remember rules without needing an adult - Be increasingly independent in meeting their own care needs - Make healthy choices about food, drink activity and toothbrushing (3-4) - Manage their own needs: personal hygiene - Show resilience and perseverance in the face of challenge. - Know and talk about the different factors that support their overall health and wellbeing (4-5)	<b>Building relationships</b> - Develop friendships with other children. - Notice and ask questions about differences such as skin colour, types of hair, gender, special needs, and disabilities (D-3) - Become more outgoing with unfamiliar people, in the safe context of their setting. - Play with one or more other children, extending and elaborating play ideas. - Help to find solutions to conflicts and rivalries. - Talk with others to solve conflicts (3-4) - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs (4-5)	- Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. - Plan for PSE focus throughout year when appropriate e.g. colour monster, invisible string. Giving time for children to build relationships and communicate thoughts and feelings. - Books that promote diversity in setting and within teaching. - Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside (refer to skills planner) - Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in. - Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise. - Behaviour policy, house points, dojos, expectations. - Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child's interests, showing you know them and about them. (Transition folders and key documents for parents to fill in) - Have high expectations for children following instructions, with high levels of support when necessary. - Model practices that support good hygiene, such as insisting on washing hands before snack time	- To be able to identify their special people - To form positive attachments to adults and friendships with peers - To show an understanding of their own feelings and those of others - To begin to regulate their behaviour accordingly to a situation - To think about themselves, to learn from their experiences - To know and talk about the different factors that support their overall health and wellbeing - To manage their own basic hygiene and personal needs - To work and play cooperatively and take turns with others - To show sensitivity to their own and to others needs	Children in EYFS learn at different rates and abilities through: • <b>Playing and exploring</b> – children investigate and experience things, and 'have a go'. • <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties and enjoy achievements. • <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
<b>People and communities</b> - Make connections between the features of their family and other families (D-3) - Notices differences between people (D-3) - Show interest in different occupations (3-4) - Continue to develop positive attitudes about the differences between people (3-4) - Talk about members of their immediate family and community (4-5) - Name and describe people who are familiar to them (4-5)			- Be open to children talking about differences and what they notice. For example, when children ask questions like: "Why do you wear a scarf around your head?" or "How come your hair feels different to mine?" Point out the similarities between different families, as well as discussing differences. - Encourage children to share pictures of their family and listen to what they say about the pictures.	- To describe their immediate environment using knowledge from observations - To know some similarities and differences between different religious and cultural communities in the UK	
<b>Early Learning Goals</b> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (SR) • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (SR) • Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. (SR) • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. (MS) • Explain the reason for rules, know right from wrong and try to behave accordingly (MS) • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices (MS) • Work and play cooperatively and take turns with others (BR) • Form positive attachments to adults and friendships with peers (BR) • Show sensitivity to their own and to others needs (BR)					

## PD & RSHE in Early Years Progression

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

Example of our PD & RSHE curriculum progression document

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