



PSHE FRAMEWORK & RSHE ALIGNMENT

The document shows how the Nottingham City example PSHE framework aligns with the new statutory RSHE guidance outcomes. Where a heart appears in the right-hand columns, there is an objective and outcome for this year group in the Nottingham City example PSHE framework that will contribute to this over-arching outcome from the statutory guidance.

Theme	Pupils should know:	Code	Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
RELATIONSHIPS EDUCATION									
Families and people who care for me	That families are important for children growing up because they can give love, security and stability	RE1	♥	♥	♥				♥
	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	RE2		♥			♥	♥	♥
	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	RE3	♥	♥	♥	♥	♥		
	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	RE4		♥					♥
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	RE5				♥			♥
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	RE6			♥			♥	♥
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	RE7	♥	♥					♥
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	RE8	♥	♥	♥	♥	♥	♥	
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	RE9				♥			♥
	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	RE10				♥		♥	♥

	<i>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.</i>	RE11					♥		♥
Respectful relationships	<i>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</i>	RE12		♥	♥	♥	♥		♥
	<i>Practical steps they can take in a range of different contexts to improve or support respectful relationships</i>	RE13	♥	♥			♥	♥	♥
	<i>The conventions of courtesy and manners</i>	RE14		♥					
	<i>The importance of self-respect and how this links to their own happiness</i>	RE15				♥		♥	
	<i>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</i>	RE16						♥	♥
	<i>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</i>	RE17	♥	♥	♥	♥		♥	♥
	<i>What a stereotype is, and how stereotypes can be unfair, negative or destructive</i>	RE18			♥	♥			♥
	<i>The importance of permission seeking and giving in relationships with friends, peers and adults</i>	RE19		♥	♥				♥
Online relationships	<i>That people sometimes behave differently online, including by pretending to be someone they are not</i>	RE20						♥	
	<i>That the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous</i>	RE21				♥		♥	♥
	<i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i>	RE22	♥	♥	♥	♥	♥	♥	♥
	<i>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</i>	RE23						♥	♥
	<i>How information and data is shared and used online</i>	RE24					♥		♥
Being safe	<i>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</i>	RE25	♥				♥	♥	♥
	<i>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</i>	RE26		♥	♥	♥	♥		♥

	<i>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact</i>	RE27	♥	♥	♥	♥		♥	♥
	<i>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</i>	RE28		♥					♥
	<i>How to recognise and report feelings of being unsafe or feeling bad about any adult</i>	RE29	♥		♥			♥	♥
	<i>How to ask for advice or help for themselves or others, and to keep trying until they are heard</i>	RE30	♥			♥		♥	♥
	<i>How to report concerns or abuse, and the vocabulary and confidence needed to do so</i>	RE31		♥	♥			♥	♥
	<i>Where to get advice eg. Family, school and/or other sources</i>	RE32		♥	♥			♥	♥
HEALTH EDUCATION									
Mental wellbeing	<i>That mental wellbeing is a normal part of daily life, in the same way as physical health</i>	HE1				♥			
	<i>That there is a normal range of emotions (eg. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</i>	HE2		♥	♥	♥	♥		♥
	<i>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</i>	HE3	♥	♥	♥		♥	♥	
	<i>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</i>	HE4			♥	♥	♥		♥
	<i>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</i>	HE5		♥	♥				♥
	<i>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</i>	HE6		♥	♥		♥	♥	♥
	<i>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</i>	HE7				♥			♥
	<i>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</i>	HE8				♥			
	<i>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)</i>	HE9	♥	♥				♥	♥
	<i>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</i>	HE10				♥			♥

Internet safety and harms	That for most people the internet is an integral part of life and has many benefits	HE11	♥	♥				♥	
	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	HE12				♥			♥
	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	HE13	♥	♥	♥	♥	♥	♥	♥
	Why social media, some computer games and online gaming, for example, are age restricted	HE14			♥			♥	
	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	HE15				♥	♥	♥	
	How to be a discerning consumer of information online including understanding that information, including that from search engines is ranked, selected and targeted	HE16				♥	♥	♥	♥
	Where and how to report concerns and get support with issues online	HE17				♥	♥		♥
Physical health and fitness	The characteristics and mental and physical benefits of an active lifestyle	HE18	♥	♥			♥	♥	♥
	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	HE19		♥	♥	♥	♥	♥	♥
	The risks associated with an inactive lifestyle (including obesity)	HE20			♥			♥	
	How and when to seek support including which adults to speak to in school if they are worried about their health	HE21					♥		♥
Healthy eating	What constitutes a healthy diet (including understanding calories and other nutritional content)	HE22	♥	♥	♥	♥	♥	♥	♥
	The principles of planning and preparing a range of healthy meals	HE23		♥	♥				♥
	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg. The impact of alcohol on diet or health)	HE24				♥		♥	
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	HE25	♥	♥	♥	♥	♥	♥	♥
Health and Prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	HE26							♥
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	HE27				♥			♥

	<i>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</i>	<i>HE28</i>						♥	
	<i>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</i>	<i>HE29</i>		♥		♥	♥		
	<i>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</i>	<i>HE30</i>	♥	♥	♥			♥	♥
	<i>The facts and science relating to allergies, immunisation and vaccination</i>	<i>HE31</i>							♥
<i>Basic first aid</i>	<i>How to make a clear and efficient call to emergency services if necessary</i>	<i>HE32</i>		♥	♥		♥	♥	
	<i>Concepts of basic first aid, for example dealing with common injuries, including head injuries</i>	<i>HE33</i>	♥	♥					♥
<i>Changing adolescent body</i>	<i>Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes</i>	<i>HE34</i>			♥		♥	♥	
	<i>About menstrual wellbeing including the key facts about the menstrual cycle</i>	<i>HE35</i>					♥	♥	♥
CHRISTOPHER WINTERS PROJECT									
<i>Christopher Winters Project</i>	<i>To understand how to keep clean</i>	<i>CW1</i>		♥				♥	
	<i>To understand the changes associated with growing and changing</i>	<i>CW2</i>		♥					
	<i>To know about different families and the different people who care for us</i>	<i>CW3</i>	♥	♥					
	<i>Differences between male and female</i>	<i>CW4</i>			♥	♥			
	<i>To identify and name the physical difference between males and females</i>	<i>CW5</i>			♥	♥			
	<i>To consider touch and that every person has a right to personal space</i>	<i>CW6</i>				♥			
	<i>Be able to explore and describe the main stages of the human lifecycle</i>	<i>CW7</i>					♥		
	<i>Know some of the changes which happen to the body during puberty</i>	<i>CW8</i>					♥		
	<i>Know about the physical and emotional changes that happen in puberty</i>	<i>CW9</i>					♥	♥	
	<i>Understand how puberty affects the reproductive organs</i>	<i>CW10</i>						♥	
	<i>To explore ways to get support during puberty</i>	<i>CW11</i>						♥	
	<i>To talk about puberty and reproduction with confidence</i>	<i>CW12</i>							♥
	<i>Discuss different types of adult relationships with confidence</i>	<i>CW13</i>							♥
	<i>To explore positive and negative ways of communicating in a relationship</i>	<i>CW14</i>							♥