



# PSHE

## (Personal Social Health Economics)

### including Relationships & Health Education Policy

## Dobwalls Primary School

Date	Changes
14/10/19	Initial draft written by Steve Green with advice from LCA PSHE Co-ordinator
15/10/19	Drafted into SMART policy style
Dec 2019	Tim Gray (Head) held consultation with Parents at Dobwalls
12/6/20	Dobwalls draft written by Kathryn Pipe, will be finalised following staff and governor consultation
02/07/20	Adopted by Dobwalls LGC
Spring 2023	Reviewed by Kathryn Pipe
10 <sup>th</sup> May 2023	Agreed by Governors
March 2026	Reviewed with staff and consulted with parents/carers Draft by Kathryn Pipe (Head) - changes made linked to new statutory guidance including curriculum coverage
23 <sup>rd</sup> March 2026	Reviewed and agreed by Governors
March 2029	Next planned review

This policy will be reviewed every three years.

# Contents

Introduction	3
Rationale and Ethos	3
Roles and Responsibilities	5
Legislation	6
Curriculum design	6
Safe and effective practice	9
Safeguarding	10
Engaging stakeholders	10
Right to withdraw	10
Monitoring, reporting and evaluation	11
Policy adoption and policy review date	11
Annex A	12
Annex B	16

## Introduction

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.

PSHE, Relationships and Health Education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of this subject can help prepare pupils for the opportunities, responsibilities and experiences of adult life. Relationships and Health Education can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Relationships and Sex Education (RSE) is a key part of the PSHE curriculum and our policy seeks to outline the key elements of Relationships and Sex Education provision at Dobwalls Primary School as a bespoke part of our Personal, Social, Health and Economic curriculum for our pupils.

## Rationale and Ethos

This policy covers Dobwalls's approach to PSHE, Relationships and Health Education. Our Relationships and Health Education programme will be integrated within our broad and balanced PSHE (Personal Social health and Economics) curriculum. These elements are all combined into our Dobwalls Personal Development Programme.

Relationships Education is compulsory in all primary schools. We define Relationships Education as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. It is lifelong learning about physical, moral and emotional development. It is the understanding of the importance of stable and loving relationships, respect, love and care.

Health Education is compulsory for all schools. We define Health Education as developing and understanding of mental and physical wellbeing and how to recognise and achieve this and to recognise when things are not right and where to turn for support and guidance. This includes the impact of the internet and online activities, the importance of diet and exercise and prevention of illnesses and disease, as well as the fundamentals of first aid and understanding the development of the adolescent body, including menstrual wellbeing.

We will ensure that our PSHE, Relationships and Health Education programme is accessible to all pupils and we recognise that pupils with special educational needs and disabilities

(SEND) may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will tailor their learning accordingly.

We will take into account the religious background, age and maturity of pupils when planning our teaching and in the materials we use.

We view a partnership of home and school as vital in providing PSHE, Relationships and Health Education and understand that Relationships and Health Education is the right and responsibility of the parent/carer. Dobwalls provides Relationships and Health Education to support parents/carers in fulfilling their responsibility. The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first teachers of their children. Parents/carers have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

***The aims of PSHE, Relationships and Health Education at Dobwalls are:***

- to enable our pupils to better understand the nature of human relationships;
- to enable pupils to see the importance of and stable loving relationships for the bringing up of children;
- to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of transition from childhood to adulthood,
- to provide our pupils with an understanding of the importance of physical and mental wellbeing and how this might be achieved.

We believe PSHE including Relationships and Health Education is important to our pupils and our school to enable the development of:

***Attitudes and values:***

learning the importance of values and individual conscience and moral consideration;  
learning the value of family life and stable and loving relationships for the nurture of children;  
learning the value of respect, love and care;  
exploring, considering and understanding moral dilemmas;  
developing critical thinking as part of decision making.

***Personal and social skills:***

learning to manage emotions and relationships confidently and sensitively;  
developing self-respect and empathy for others;  
learning to make choices based on an understanding of difference and with an absence of prejudice;  
developing an appreciation of the consequences of choices made;  
managing conflict;  
learning how to recognise and avoid exploitation and abuse.

***Knowledge and understanding:***

learning and understanding physical development at appropriate stages;  
understanding human reproduction, emotions and relationships (elements of this are taught through the Science National Curriculum).

## Sex Education

Age-appropriate Sex Education is an important aspect of primary school education and this is taught through our 1decision PSHE scheme. It is not compulsory for primary schools to teach Sex Education,

*“Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. Page 11. [Relationships Education, Relationships and Sex Education and Health Education guidance](#)*

At Dobwalls Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as:

- Preparing boys and girls for the changes that adolescence brings
- Human reproduction, conception and birth.

We intend to teach this as part of the PSHE curriculum using the 1decision Resources.

Year 6, Growing and Changing Unit (Conception including pregnancy)

By the end of the Year 6 1decision conception lesson, pupils should be able to:

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

As a school, we will inform parents of this right in a letter. Parents are invited into the school so they may view the resources and make an informed decision.

## Roles and Responsibilities

The PSHE, Relationships and Health Education programme will be led by Mrs Kathryn Pipe. It is taught by all class teachers and supported by the teaching assistants. All staff are responsible for teaching about and modelling good relationships within Dobwalls and supporting the schools' Diamond Rules. Much of the general work at our school is based on good relationships, and in this regard Relationships and Health Education is supported by Dobwalls's Behaviour Management policy.

## Legislation

We follow the [Relationships Education, Relationships and Sex Education and Health Education guidance](#) Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

We have used the following documents to inform our policy...

- Education Act (1996)
- Learning and Skills Act (2000)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools

## Curriculum design

PSHE is an integral part of the school's curriculum, as relationships are built when individuals feel valued and respected. The aims of personal, social, health and economic (PSHE) education in our school are to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. At Dobwalls, these skills are known as the SECRET skills.

PLTS skill area	Skills ladder			
	Think	Work it out	Feel it	Share it
<b>Self Managers</b>	Manage Risk	Be Organised	Go for it, Finish it!	Manage Emotions
<b>Effective Participators</b>	Persuade Others	Find Solutions	Identify Issues	Get Involved

<b>Creative Thinkers</b>	Imagine	Make Links	Take Creative Risks	Question Assumptions
<b>Reflective Learners</b>	Set Yourself Challenges	Plan-Do-Review	Invite Feedback	Share Learning
<b>Enquirers</b>	Explore a Question	Evaluate Evidence	Stay Objective	Reach Conclusions
<b>Team Workers</b>	Take Responsibility	Manage the team	Build team strengths	Evaluate the team

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school, we will ensure that Relationships and Health Education meets the needs of our pupils by tailoring the 1decision programme. We will ensure that it is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE).

The 1decision programme links to the PSHE Association's Programme of Study based on their three core themes:

- ✓ Core theme 1: Health and Wellbeing
- ✓ Core theme 2: Relationships
- ✓ Core theme 3: Living in the Wider World

The overview of the programme can be seen on our school website.

This also supports the "Personal Development" and "Behaviour and Attendance" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others

- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy

To ensure progression and a spiral curriculum, we use 1decision as our chosen teaching and learning programme and tailor it to our children's needs.

This programme updates regularly to ensure we are always using the most up to date teaching materials and that our teachers are well-supported.

1decision is a unique bank of resources for PSHE, which are continually updated and which can be assured is evolving and changing to meet the needs of every child and school. 1decision keeps ahead of the trend, ensuring it always remains in line with both the statutory curriculum and good practice for the subject. This is a reflective programme and always aims to meet the needs of its users. In response to requests, this suite of progression routes has been devised giving you the full overview of how to deliver the programme year by year.

1decision:

- Provides a Year 1 to 6 guide which comprehensively details how the units build year on year to match the current DFE statutory requirements and PSHE delivery programme

- Is outlined following the most recent Ofsted guidance detailing the elements of Intent, Implementation and Impact
- Gives suggestions and thoughts for cross-curricular delivery as well as suggested additional reading – on top of that already offered within the Teacher's Notes built into the programme
- Outlines how these elements also meet the required safeguarding elements of the curriculum and wider school policy, including British Values
- Offers a detailed outline to the vision and aims of the programme which may be adapted at the school level to match school aims and objectives
- Directs teachers, PSHE leads, and Senior Leadership Teams to areas for a delivery year by year

**Active learning will take place by:**

discussion  
 drama and role play  
 research and presentation

Teachers will also use other teaching methods to enable students to learn about PSHE, Relationships and Health Education, which are age-appropriate, taking into account the developmental needs of individual students. Dobwalls uses a wide variety of resources, including online resources. Resources used by Dobwalls are produced for schools by educational publishers, and are intended for pupils in the light of best current research into PSHE, Relationships and Health Education.

Regular assessment will be made to assess changes in pupil's knowledge, attitudes and skills at the end of each module. Teachers will report to parent/carers in the Summer term about effort and attainment in PSHE, to include RHE, their ability to express opinions, participation and understanding; linked to SECRET skills.

Annex A lists what pupils will have learned through our PSHE, Relationships and Health Education programme and through the Science National Curriculum by the end of primary school.

Annex B demonstrates a summary of the 1decision materials that we use link to the DfE and PSHE association guidance.

Enrichment: In order to enhance the teaching, we will seek all opportunities to invite external visitors in to promote deeper understanding of this area of the curriculum. This will include the NSPCC, RNLI, Banardos, themed days and weeks (e.g. Safer Internet Day, Anti-Bullying Week). Assemblies also support the quality of our curriculum offer planned carefully integrating both SECRET skills and British Values. Further details of this can be seen on our Dobwalls Personal Development Programme.

## Safe and effective practice

We will ensure a safe learning environment by teachers and pupils agreeing to the ground rules. These are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers may use an anonymous question box as a distancing technique.

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about Relationships and Health Education and about Sex Education through the Science National Curriculum. The following are protocols for discussion-based lessons with students:

- no-one (teacher or pupil) will have to answer a personal question;
- no-one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions, and may say that the appropriate person to answer that question is the parent/carer.
- Classes have a 'worry monster' as a means of giving a choice for sharing worries as well as talking to trusted adults

## Safeguarding

Teachers are aware that effective PSHE, Relationships and Health Education, which brings an understanding of what is and what is not appropriate in relationship, can lead to a disclosure of a child protection issue. Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the Dobwalls Safeguarding policy in this matter to the letter. Teachers will be clear that they cannot be totally confidential, and that if a pupil makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that pupil to the designated person in school giving a value free report of the disclosure.

From time to time as part of a planned unit of work, Dobwalls will invite in local experts, on issues relating to PSHE, Relationships and Health Education, as well as using health and other professionals associated with the school. All of our associate health and other professionals and visitors will be asked to conform to the following:

- visitors contributing to Relationships and Health Education will do so at the invitation of the school and will be qualified to make an appropriate contribution;
- visitors must agree with the aims of Dobwalls in delivering its policy on Relationships and Health Education;
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow our safeguarding and child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into our programme for Relationships and Health Education and PSHE.

## Engaging stakeholders

Parents/carers can find Dobwalls's latest PSHE, Relationships and Health Education policy on our website or by contacting the school office. Parents/carers have been consulted as part of the review process of this policy. We are committed to working with

parents/carers to ensure that they are fully aware of what is being taught through termly topic bubble overviews, school newsletters and provide additional resources when necessary or if requested. Details can be found in the curriculum area of the website. Parents/carers of pupils in Year 6 will be notified by letter about what their child will be learning by way of Sex Education through the 1 decision unit of conception. Parents/carers wishing to see the Relationships and Health Education or Sex Education programme, the materials used and/or the PSHE scheme of work may do so by contacting their child's teacher.

## **Right to withdraw**

Parents/carers have the right to withdraw pupils only from Sex Education in primary schools that is not part of the Science National Curriculum. Parents of Year 6 are written to prior to this teaching within the summer term of Year 6. They are provided with an opportunity to view content prior to their children being taught.

Parents/carers do not have the right to withdraw pupils from Relationship Education or Health Education.

## **Monitoring, reporting and evaluation**

PSHE, Relationships and Health Education will be monitored by the lead, Mrs Kathryn Pipe. It is her responsibility to:

- ensure that Relationships and Health Education occurs in Dobwalls's curriculum according to the schemes of work for PSHE;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of Dobwalls's programme.

Mrs Kathryn Pipe will have allocated time to monitor and evaluate Dobwalls's PSHE, Relationships and Health Education programme, as it occurs in the school's schemes of work for each Key Stage. Teachers will critically reflect on their delivery of PSHE, Relationships and Health Education through staff meetings and lesson feedback sessions. Pupils will have opportunities to review and reflect on their learning in lessons by using the resources provided by 1 decision.

## Annex A

[Relationships Education, Relationships and Sex Education and Health Education guidance](#) pages 7 – 10

### **Curriculum Content Relationships education (Primary)**

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.

Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the 8 pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request.

Relationships education: content to be covered by the end of primary Families and people who care for me Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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 Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

#### Respectful, kind relationships Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

#### Online safety and awareness Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

#### Being Safe Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Science National Curriculum: [Science programmes of study: key stages 1 and 2](#)

## Annex B

1Decision unit coverage can be seen below. Further information on our website. [Dobwalls Community Primary School - PSHE \(including RHE and Sex Education\)](#)


1Decision [PSHE & RSHE Resources | Whole School Training by 1decision](#)

**Being Responsible 5-8**



- ✓ [Baseline - What I Know Now](#)
- ✓ [Water Spillage](#)
- ✓ [Practice Makes Perfect](#)
- ✓ [Helping Someone in Need](#)
- ✓ [Stealing](#)
- ✓ [Summative - What I've Learnt](#)

**Being Responsible 8-11**



- ✓ [Baseline - What I Know Now](#)
- ✓ [Coming Home on Time](#)
- ✓ [Looking Out for Others](#)
- ✓ [Adults and Children's Views](#)
- ✓ [Stealing](#)
- ✓ [Summative - What I've Learnt](#)

**Computer Safety 5-8**




- ✓ [Baseline - What I Know Now](#)
- ✓ [Online Bullying](#)
- ✓ [Image Sharing](#)
- ✓ [Computer Safety](#)
- ✓ [Making Friends Online](#)
- ✓ [Summative - What I've Learnt](#)

**Computer Safety 8-11**



- ✓ [Baseline - What I Know Now](#)
- ✓ [Online Bullying](#)
- ✓ [Image Sharing](#)
- ✓ [Adults and Children's Views](#)
- ✓ [Making Friends Online](#)
- ✓ [Summative - What I've Learnt](#)

**Feelings and Emotions 5-8**



- ✓ [Baseline - What I Know Now](#)
- ✓ [Jealousy](#)
- ✓ [Worry](#)
- ✓ [Anger](#)
- ✓ [Grief](#)
- ✓ [Summative - What I've Learnt](#)

**Feelings and Emotions 8-11**



- ✓ [Baseline - What I Know Now](#)
- ✓ [Jealousy](#)
- ✓ [Anger](#)
- ✓ [Adults and Children's Views](#)
- ✓ [Worry](#)
- ✓ [Summative - What I've Learnt](#)

**Fire Safety 5-8**



- ✓ [Baseline - What I Know Now](#)
- ✓ [Hoax Calling](#)
- ✓ [Petty Arson](#)
- ✓ [Fire Station Visit](#)
- ✓ [Texting Whilst Driving](#)
- ✓ [Summative - What I've Learnt](#)

**First Aid 8-11**



- ✓ [Baseline - What I Know Now](#)
- ✓ [Year 4](#)
- ✓ [Year 5](#)
- ✓ [Year 6 - Part 1](#)
- ✓ [Year 6 - Part 2](#)
- ✓ [Summative - What I've Learnt](#)

**Hazard Watch 5-8**



- ✓ [Baseline - What I Know Now](#)
- ✓ [New Topics - Coming Soon](#)

**A World Without Judgement 8-11**



- ✓ [Baseline - What I Know Now](#)
- ✓ [Breaking Down Barriers](#)
- ✓ [Inclusion and Acceptance](#)
- ✓ [Adults and Children's Views](#)
- ✓ [British Values](#)
- ✓ [Summative - What I've Learnt](#)

### Keeping/Staying Healthy 5-8



- ✓ [Baseline - What I Know Now](#)
- ✓ [Washing Hands](#)
- ✓ [Healthy Eating](#)
- ✓ [Brushing Teeth](#)
- ✓ [Medicine](#)
- ✓ [Summative - What I've Learnt](#)

### Keeping/Staying Healthy 8-11



- ✓ [Baseline - What I Know Now](#)
- ✓ [Healthy Living](#)
- ✓ [Smoking](#)
- ✓ [Adults and Children's Views](#)
- ✓ [Alcohol](#)
- ✓ [Summative - What I've Learnt](#)

### Keeping/Staying Safe 5-8



- ✓ [Baseline - What I Know Now](#)
- ✓ [Road Safety](#)
- ✓ [Tying Shoelaces](#)
- ✓ [Staying Safe](#)
- ✓ [Leaning out of Windows](#)
- ✓ [Summative - What I've Learnt](#)

### Keeping/Staying Safe 8-11



- ✓ [Baseline - What I Know Now](#)
- ✓ [Cycle Safety](#)
- ✓ [Peer Pressure](#)
- ✓ [Adults and Children's Views](#)
- ✓ [Water Safety](#)
- ✓ [Summative - What I've Learnt](#)

### Relationships 5-8



- ✓ [Baseline - What I Know Now](#)
- ✓ [Friendship](#)
- ✓ [Bullying](#)
- ✓ [Body Language](#)
- ✓ [Touch](#)
- ✓ [Summative - What I've Learnt](#)

### Growing and Changing 8-11



- ✓ [Baseline - What I Know Now](#)
- ✓ [Relationships](#)
- ✓ [Puberty](#)
- ✓ [Adults and Children's Views](#)
- ✓ [Conception](#)
- ✓ [Summative - What I've Learnt](#)

### Our World 5-8



- ✓ [Baseline - What I Know Now](#)
- ✓ [Growing in Our World](#)
- ✓ [Living in Our World](#)
- ✓ [Working in Our World](#)
- ✓ [Looking After Our World](#)
- ✓ [Summative - What I've Learnt](#)

### The Working World 8-11



- ✓ [Baseline - What I Know Now](#)
- ✓ [Chores At Home](#)
- ✓ [Enterprise](#)
- ✓ [Adults and Children's Views](#)
- ✓ [In-App Purchases](#)
- ✓ [Summative - What I've Learnt](#)