Holy Trinity CE Primary Academy SRE and PSHE Curriculum

Curriculum Intent

Children will grow in respect and tolerance, and will feel worthy in their own lives, able to make good decisions about relationships.

They will find ways to express their own emotions and to interpret those of others, so that they continue to grow in understanding of others and of themselves.

They will reach out to each other and will aim to support each other.

They will have an understanding of the importance of physical activity, good nutrition and good health care to support physical wellbeing.

They will use strategies, (The Ten Habits for Good Mental Health) to help them remain mentally healthy.

They will understand who they are, their strengths and weaknesses, and their place in the local and wider community.

They will know that it is important to challenge prejudice, to stand up for and support those less able or more vulnerable than themselves.

They will cultivate fearlessness in pursuit of what is right.

They will have a clear moral compass by which to live.

They will know how to manage the challenges of the online world with courage and resilience, having strategies to keep themselves and others safe.

	Stonehenge	Whitehorse	Sarum	Avebury	Silbury	Whole School
Families and people who care for me	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 for them.	• 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 marriage12/civil partnership 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						• 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, 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, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships						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. • 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.
Online Relationships	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						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 who they do not know. • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • where to get advice from e.g. family, school and/or other sources.
Mental Wellbeing	• 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	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.	• 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. • the benefits of physical exercise, time outdoors,	• 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.	• 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.	

about their own and others' feelings. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques age appropriate, • that bullying is wrong • where and how to seek support including whom in school they should speak	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques age appropriate, • that bullying is wrong • where and how to seek support including whom in school they should speak	community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including relaxation, time spent with friends and family and the benefits of hobbies and interests. • 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 impact on mental wellbeing • where and how to seek support, including whom in school they should speak • it is common for people to experience mental ill health and you can get better.	• 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 impact of relaxation, 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	• 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 impact of relaxation, 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 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 resolve if the right support is made available and accessed.	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 resolve if the right support is made available and accessed, especially if they access support as early as possible.	
Internet Safety and Harms						• that for most people the internet is an integral part of life and has many benefits. • about the benefits of balancing time spent on and offline and the impact of positive and negative content online

						on their own and others' mental wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. • 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.
Physical Health and Fitness						• 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 a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity).
Healthy Eating	• what constitutes a healthy diet. • the principles of planning and preparing a range of healthy meals at an early level. • the characteristics of a poor diet and risks associated with unhealthy eating.	• what constitutes a healthy diet (including 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.	• what constitutes a healthy diet (including nutritional contents). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating and obesity.	• what constitutes a healthy diet (including understanding calories, and nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks	• what constitutes a healthy diet (including understanding calories, and 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 other behaviours.	associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, Alcohol and Tobacco	Dangers of medicines	Dangers of medicines	Dangers of medicines and tobacco.	Dangers of medicines, tobacco and drug taking.	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	
Health and Prevention	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn. • about dental health and the benefits of good oral hygiene. • about personal hygiene and the importance of	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn. • about dental health and the benefits of good oral hygiene. • about personal hygiene and the importance of handwashing.	• 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 mood and ability to learn. • about dental health and the benefits of good oral hygiene, including visits to the dentist. • about personal hygiene and germs including bacteria, how they are spread	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.	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.	

	handwashing.		and the importance of handwashing.	• about dental health and the benefits of good oral hygiene, including visits to the dentist. • about personal hygiene and germs including bacteria, how they are spread and the importance of handwashing.	• about dental health and the benefits of good oral hygiene, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.	
Basic First-Aid	• know how to make a clear and efficient call to emergency services if necessary.	• know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid (stopping a bleed)	• know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid. (stopping bleeds and reducing swelling)	concepts of basic first-aid, for example dealing with common injuries, including head injuries, bleeds, burns.	concepts of basic first-aid, for example dealing with common injuries, including head injuries, bleeds, burns.	
Changing Adolescent Body				Y5 : • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes and how a baby is conceived.	