

**TO BE THE BEST WE CAN BE**



**THE  
MERTON PRIMARY  
SCHOOL  
PSHE and RSE  
PROGRAMME  
OF STUDY**



## Year 3 Learning opportunities in *Health and Wellbeing*

Building on the previous years statements, pupils learn...

### Healthy Lifestyles (Physical Wellbeing)

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

### Mental Health

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16; about strategies and behaviours that support mental health– including how good quality sleep , physical exercise /time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing

### Ourselves, growing and changing

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H27. to recognise their individuality and personal qualities

### Keeping safe

- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H38. how to predict, assess and manage risk in different situations

### Drugs, alcohol and tobacco



## Year 4 Learning opportunities in *Health and Wellbeing*

Building on the previous years statements, pupils learn...

### **Healthy Lifestyles (Physical Wellbeing)**

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet: how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay

H7. how regular exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

### **Mental Health**

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

### **Ourselves, growing and changing**

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth

H29. about how to manage setbacks / perceived failures, including how to reframe unhelpful thinking

### **Keeping safe**

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H39. about hazards ( including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and feel safe

H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)

### **Drugs, alcohol and tobacco**



## Year 5 Learning opportunities in *Health and Wellbeing*

Building on the previous years statements, pupils learn...

### Healthy Lifestyles (Physical Wellbeing)

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

### Mental Health

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; about how to express feelings in different ways

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

### Ourselves, growing and changing

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

### Keeping safe

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves or others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

### Drugs, alcohol and tobacco

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding use of legal drugs and some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)



## Year 6 Learning opportunities in *Health and Wellbeing*

Building on the previous years statements, pupils learn...

### Healthy Lifestyles (Physical Wellbeing)

- H11. how to maintain good oral hygiene (including correct brushing and flossing), why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H14. how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health

### Mental Health

- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools

### Ourselves, growing and changing

- H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H26. that for some people gender identity does not correspond with their biological sex
- H33. about the processes of reproduction and birth as part of the human life cycle ; how babies are conceived and made (and that there are ways to prevent a baby being made) ; how babies need to be cared for
- H34. about where to get more information, help and advice about growing and changing, especially about puberty
- H35. about the new opportunities and responsibilities that increasing independence may bring
- H36. strategies to manage transitions between classes and key stages

### Keeping safe

- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves or others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- H43. about what is meant by first aid; basic techniques for dealing with common injuries
- H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think someone they know might be at risk



## Year 6 Learning opportunities in *Health and Wellbeing*

Building on the previous years statements, pupils learn...

### **Drugs, alcohol and tobacco**

H49. about the mixed messages in the media about drugs, including alcohol and smoking /vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns



## Year 3 Learning opportunities in ***RELATIONSHIPS***

Building on the previous years statements, pupils learn..

### **Families and close positive relationships**

- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for each other
- R8. to recognise the shared characteristics of a healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

### **Friendships**

- R10 about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes positive healthy friendship (mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face to face relationships

### **Managing hurtful behaviour and bullying**

- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

### **Safe relationships**

- R22. about privacy and personal boundaries: what is appropriate in friendships and wider relationships (including online)
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful contact ; how to report concerns

### **Respecting self and others**

- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.



## Year 4 Learning opportunities in ***RELATIONSHIPS***

Building on the previous years statements, pupils learn..

### **Families and close positive relationships**

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

### **Friendships**

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face, risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

### **Managing hurtful behaviour and bullying**

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

### **Safe relationships**

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

### **Respecting self and others**

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32 about respecting the differences and similarities between people and recognising what they have in common with others e.g physically, in personality or background.



## Year 5 Learning opportunities in ***RELATIONSHIPS***

Building on the previous years statements, pupils learn..

### **Families and close positive relationships**

R1. to recognise that there are different types of relationships (e.g friendships, family relationships, romantic relationships, online relationships)  
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

### **Friendships**

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

### **Managing hurtful behaviour and bullying**

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  
R21. about discrimination; what it means and how to challenge it

### **Safe relationships**

R26. about seeking and giving permission (consent) in different situations  
R27. about keeping something confidential or secret, when this should (e.g a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.

### **Respecting self and others**

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.



## Year 6 Learning opportunities in ***RELATIONSHIPS***

Building on the previous years statements, pupils learn..

### **Families and close positive relationships**

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R4.that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R9.how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

### **Friendships**

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

### **Managing hurtful behaviour and bullying**

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination; what it means and how to challenge it

### **Safe relationships**

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

### **Respecting self and others**

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.