



Mengham Infant School Relationships, Health and Safeguarding Curriculum



At Mengham Infant school we believe that children’s learning about relationships, health and how to keep safe will be more effective when we teach these topics in meaningful contexts (e.g. discussing the principles of a healthy diet when the children are actually doing cookery). Our Relationships, Health and Safeguarding Curriculum is therefore not taught in discrete lessons; instead it is taught through many of our main curriculum subjects – particularly PSHE and computing. We aim to revisit the concepts and skills that children learn to ensure they are securely embedded in children’s memory, and build on this core knowledge in a gradual, coherent way. Our skills progressions for PSHE and computing show in detail how we develop children’s learning in the relevant areas from year R to year 2; they are available on the school website or by request from the school office.

This document outlines each objectives we cover in our Relationships, Health and Safeguarding Curriculum and it shows in which lessons we teach that objective. The first set of objectives are objectives that we must teach, and come from the statutory *Health Curriculum*. The second set of objectives are also objectives that we must teach, and come from the statutory *Relationships Curriculum*. The third set of objectives are ones which we have added because we feel they are crucial pieces of learning for our children at our school.

The *Relationships Curriculum* and *Health Curriculum* can be found on the government website at <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We do not teach all of the objectives from the *Relationships Curriculum* and the *Health Curriculum* because these curricula are designed for the whole of the primary age-range. We follow the guidance given by the PSHE association for which objectives should be covered in Key Stage 1, and we work in conjunction with Mengham Junior School to ensure that all the objectives will be taught over the course of year R to year 6.

Health Curriculum

| Area of curriculum | Objective | Where is it taught? |
|-----------------------------|--|---|
| Mental wellbeing | <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. | PSHE – YR to Y2 – Lifestyles & Health and wellbeing Trickbox – YR to Y2 |
| | <ul style="list-style-type: none"> 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. | PSHE – YR to Y2 – Personal development Trickbox – YR to Y2 |
| | <ul style="list-style-type: none"> 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. | PSHE – YR to Y2 – Personal development Trickbox – YR to Y2 |
| | <ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | PSHE – YR to Y2 – Lifestyles & Health and wellbeing |
| | <ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. | PSHE – YR to Y2 – Lifestyles Trickbox – YR to Y2 |
| | <ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | PSHE – YR to Y2 – Ourselves and relationships Trickbox – YR to Y2 |
| | <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. | PSHE – YR to Y2 – Ourselves and relationships Computing (cyberbullying) Y2 |
| | <ul style="list-style-type: none"> 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 be resolved if the right support is made available, especially if accessed early enough. | PSHE – YR to Y2 – Citizenship Trickbox – YR to Y2 PSHE – YR to Y2 – Lifestyles & Health and wellbeing |
| Internet safety and harms | <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. | Computing Y1 – Y2 |
| | <ul style="list-style-type: none"> 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. | Computing YR – Y2 |
| | <ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. | Computing YR – Y2 |
| | <ul style="list-style-type: none"> where and how to report concerns and get support with issues online. | Computing YR – Y2 |
| Physical health and fitness | <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. | PSHE – YR to Y2 – Lifestyles & Health and wellbeing PE – YR to Y2 |
| | <ul style="list-style-type: none"> 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. | PSHE – YR to Y2 – Health and wellbeing |
| | <ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). | PSHE – YR to Y2 – Health and wellbeing |

| | | |
|----------------------------|--|--|
| | <ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health. | PSHE – YR to Y2 – Citizenship |
| Healthy eating | <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). | D&T – YR to Y2 – Cooking and nutrition Science – Y2 – animals including humans |
| | <ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals. | D&T – YR to Y2 – Cooking and nutrition Science – Y2 – animals including humans |
| | <ul style="list-style-type: none"> • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay). | D&T – Y1 to Y2 – Cooking and nutrition Science – Y2 – animals including humans |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | PSHE – YR to Y2 – Lifestyles (keeping safe at home – household items) |
| Health and prevention | <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. | PSHE – YR to Y2 – Lifestyles |
| | <ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. | PSHE – YR to Y2 – Lifestyles |
| | <ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | PSHE – YR to Y2 – Lifestyles |
| | <ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. | PSHE – YR to Y2 – Lifestyles |
| | <ul style="list-style-type: none"> • the facts and science relating to allergies, immunisation and vaccination. | PSHE – Y2 – Lifestyles |
| | <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. | PSHE – YR to Y2 – Lifestyles |
| Basic first aid | <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. | PSHE – Y1 to Y2 – Lifestyles |
| | <ul style="list-style-type: none"> • concepts of basic first-aid, for example dealing with common injuries, including head injuries. | PSHE – Y1 to Y2 – Lifestyles |

- **As part of our science curriculum children will learn the correct names for their genitalia (i.e “penis” and “vagina”) when they learn about their bodies.**

Relationships Curriculum

| Area of curriculum | Objective | Where is it taught? |
|-------------------------------------|---|---|
| Families and people who care for me | <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. | PSHE – YR to Y2 – Ourselves and relationships |
| | <ul style="list-style-type: none"> • 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. | PSHE – YR to Y2 – Ourselves and relationships |
| | <ul style="list-style-type: none"> • 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. | PSHE – YR to Y2 – Ourselves and relationships |
| | <ul style="list-style-type: none"> • 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. | PSHE – YR to Y2 – Ourselves and relationships |
| | <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | PSHE – YR to Y2 – Ourselves and relationships |
| Caring friendships | <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. | PSHE – YR to Y2 – Ourselves and relationships |
| | <ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | PSHE – YR to Y2 – Ourselves and relationships |
| | <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | PSHE – YR to Y2 – Ourselves and relationships |
| | <ul style="list-style-type: none"> • 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. | PSHE – YR to Y2 – Ourselves and relationships |
| | <ul style="list-style-type: none"> • 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. | PSHE – YR to Y2 – Ourselves and relationships |
| Respectful relationships | <ul style="list-style-type: none"> • 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. | PSHE – YR to Y2 – Diversity |
| | <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. | PSHE – YR to Y2 – Citizenship |
| | <ul style="list-style-type: none"> • the conventions of courtesy and manners. | PSHE – YR to Y2 – Citizenship |
| | <ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. | PSHE – YR to Y2 – Personal development |
| | <ul style="list-style-type: none"> • 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. | PSHE – YR to Y2 – Citizenship |

| | | |
|----------------------|---|---|
| | <ul style="list-style-type: none"> • 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. | PSHE – YR to Y2 – Ourselves and relationships |
| | <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. | PSHE – YR to Y2 – Diversity |
| Online relationships | <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. | Computing – YR to Y2 |
| | <ul style="list-style-type: none"> • how information and data is shared and used online. | Computing – Y1 – Y2 |
| Being safe | <ul style="list-style-type: none"> • 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. | PSHE – YR to Y2 – Personal development |
| | <ul style="list-style-type: none"> • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | PSHE – YR to Y2 – Personal development Science – Y1 – parts of the body, green and red parts |
| | <ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard. | PSHE – YR to Y2 – Citizenship |
| | <ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. | PSHE – YR to Y2 – Citizenship |
| | <ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources. | PSHE – YR to Y2 – Citizenship |

Safeguarding curriculum

| Area of curriculum | Objective | Where is it taught? |
|-----------------------------------|---|---|
| Stranger danger | <ul style="list-style-type: none"> • to know the rules around keeping safe with visitors / unknown adults on school site | PSHE YR – Y2 Ourselves and relationships. Assembly planning |
| Bullying | <ul style="list-style-type: none"> • to know what bullying is • to know what to do when you are a victim of bullying or witness bullying | PSHE – YR to Y2 – Ourselves and relationships |
| School rules | <ul style="list-style-type: none"> • to know the school rules and to understand why we have these rules • to understand how these rules provide us a right to be safe, and a responsibility to keep others safe | PSHE YR – Y2 – Ourselves and relationships |
| Fire drills | <ul style="list-style-type: none"> • To know the fire drill procedure and follow it correctly | Fire Drill procedure policy |
| 'One off' events during the year | <ul style="list-style-type: none"> • Firework night – holding sparklers safely, keeping safe around fireworks and bonfires | Assembly planning |
| | <ul style="list-style-type: none"> • Halloween | Assembly planning |
| | <ul style="list-style-type: none"> • School holidays – keeping ourselves safe | Assembly planning |
| Safety rules for specific lessons | <ul style="list-style-type: none"> • D&T – to know how to handle tools and resources safely | D&T – YR to Y2 – Making |
| | <ul style="list-style-type: none"> • PE – using equipment safely | PE – YR to Y2 – Gymnastics PE – Y2 – Games/Athletics |
| | <ul style="list-style-type: none"> • Outdoor learning | Outdoor learning guidance |