

At A Glance

Relationships and Sex Education (RSE) and Health Education Checklist - Primary

Your PSHE programme probably already includes many of the requirements of the new RSE statutory guidance. Designed to cut through the jargon, our quick check list below will provide a speedy audit and allow you to record where you plan to cover all content. That way you can be confident, if asked, that you are meeting all the elements of this new guidance.

The topic information below is for the entirety of both keystage 1 and keystage2. Your planning should be for progress across these stages.

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| Topic – please ensure that your PSHE Scheme of Work has considered all the following points | Is it covered in our Scheme? | Where? |
| **Relationships** |  |  |
| What is a relationship? |  |  |
| Who are the people in my life who can support me? |  |  |
| Who are my family? |  |  |
| What types of family can people have? (Include single parent families, step families, foster families, adoptive families, families raised by grandparents and LGBT families.) |  |  |
| How healthy families show love and commitment to each other, especially when times are hard. |  |  |
| How healthy families protect and care for each other. Introduce the topic of young carers and other types multi-generational care. |  |  |
| How healthy families are interested in each other and their lives, and spend time together. |  |  |
| What is marriage? |  |  |
| How to seek help and support if they feel unsafe or always unhappy in their family. |  |  |
| How to keep asking for support from others if they do not feel they are being heard. |  |  |
| That children should be confident that they will be believed if they feel unsafe. |  |  |
| **Friendship and Cooperation with Others** |  |  |
| What is friendship? What are the qualities of a good friend? Is it different in real life to online? |  |  |
| How friends share experiences with us, support us with our problems and how friendships are based on mutual respect. |  |  |
| How healthy friendships are welcoming to others and don’t exclude us from other activities and people. |  |  |
| Why some friendships have ups and downs but all can be restored and repaired |  |  |
| Why friends should never be violent with each other |  |  |
| Why friends sometimes have to tell other adults things despite someone saying it is a secret, if they know it is unsafe |  |  |
| How to seek help if a friendship is making you feel unhappy or you do not trust someone. |  |  |
| Why should we treat others with kindness, consideration and respect? |  |  |
| Why is it important to take turns and share books, toys and equipment? |  |  |
| Why it is important to be truthful and honest? |  |  |
| Why it is important to ask permission before we touch other people or their belongings? |  |  |
| **Physical Safety, Consent and Boundaries** |  |  |
| Why is it important to respect other people’s personal space and boundaries? |  |  |
| What is appropriate physical contact with the different people in my life? What is inappropriate or unsafe physical contact? |  |  |
| What is privacy? What parts of my body are private? |  |  |
| How to seek help and support if another person, child, or adult does not respect my privacy. |  |  |
| **Respect for Yourself and Others** |  |  |
| Why it is important to develop self-respect |  |  |
| Why it is important to respect others including those who are different from you because of gender, race, belief, ability etc |  |  |
| What is bullying? What are the different types of bullying? |  |  |
| How to seek help if you or someone else is being bullied. |  |  |
| Why you should not be a bystander to bullying |  |  |
| What a stereotype is and how it can lead to prejudice and discrimination |  |  |
| Why in wider society it is important to show respect to others including those in positions of authority |  |  |
| **Online Safety** |  |  |
| How to keep safe online by protecting your privacy. |  |  |
| Why it is important to ration time spent online and the risks of spending too much time online |  |  |
| How information can be shared and stored online. |  |  |
| How some people behave differently or pretend to be others online. |  |  |
| How to recognise risks online and develop rules and principles to keep themselves safe |  |  |
| To understand how search engines work. How they can be used to target advertisements or mis information. |  |  |
| How to report and block inappropriate content online |  |  |
| The risks associated with online bullying and trolling. |  |  |
| How to critically analyse online relationships and information. |  |  |
| Why social media and online gaming have age restrictions |  |  |
| **Physical Wellbeing** |  |  |
| The importance of physical and mental wellbeing and that there is no difference between the two when it comes to looking after yourself. |  |  |
| The importance of regular exercise and the benefits of spending time outdoors |  |  |
| How to build activity into every day. |  |  |
| The importance of a healthy balanced diet. |  |  |
| How to plan a healthy meal. |  |  |
| The risks of obesity and an unhealthy diet. |  |  |
| The importance of regular and appropriate levels of sleep. |  |  |
| The importance of taking care in the sun, and how to protect yourself against skin cancer. |  |  |
| Basic personal hygiene e.g. regular washing and dental care. |  |  |
| How germs spread and the importance of handwashing. |  |  |
| Basic First Aid e.g. how to seek help if someone is ill. |  |  |
| How to recognise the signs of physical ill health e.g. unexplained weight loss etc. |  |  |
| **Mental Wellbeing** |  |  |
| What emotions are and how to recognise different emotions in themselves |  |  |
| Why it is good to talk to someone if you are feeling difficult emotions? |  |  |
| Strategies for dealing with difficult emotions. |  |  |
| The importance of having a variety of interests and hobbies and how they can get involved with them in their communities. |  |  |
| The importance of asking for support if they feel lonely or isolated. |  |  |
| Who to speak to if they are worried about their own, or someone else’s mental health |  |  |
| **Drugs, Alcohol and Tobacco** |  |  |
| Basic facts about illegal drugs, alcohol, tobacco. \* |  |  |
| Effects of these drugs on users. |  |  |
| Risk as associated with the use of drugs, alcohol and tobacco. |  |  |

* The guidance does not mention vaping. However, we would recommend that if you do not already cover this, and caffeine heavy energy drinks that this should be in your scheme.