



## Curriculum Statement

		Curious	Creative	Confident		
Intent	At Montpelier, the teaching of PHSE will give children the essential skills for developing healthy, positive, safe and respectful relationships of all kinds. We endeavor to teach children to respect themselves and others, giving them the knowledge and attributes they need to prepare them for their future lives.					
Implementation	What	Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe
		<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are</li> </ul>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened,</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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.</li> <li>• About different types of bullying (including cyberbullying), the impact</li> </ul>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the</li> </ul>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being</li> </ul>

		<p>important for children's security as they grow up.</p> <ul style="list-style-type: none"> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>and that resorting to violence is never right.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>risks associated with people they have never met.</p> <ul style="list-style-type: none"> <li>• How information and data is shared and used online.</li> </ul>	<p>unsafe or feeling bad about any adult.</p> <ul style="list-style-type: none"> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>
	How	<p>School rules Quality teaching of PHSE each term Engaging books Picture of the Week Assemblies Themed days and weeks e.g. Anti-bullying, mental health week. Taught though all subjects Biological aspects of RSE are taught within the science curriculum</p>				
	Fingertip Knowledge	PANTS Rule	Understand the word 'mental health'	To know what a good friend is	To know who is a safe person to talk too	Understanding of different relationships
Assessment	Verbal feedback		Self and peer assessment		Quizzing	
Impact	<b>Quality of education</b>		<b>Behaviour and attitudes</b>		<b>Personal development</b>	
	They will have the knowledge, skills and attributes to stay healthy, keep safe, respect others and develop positive relationships.		To be responsible, show respect to others and make safe decisions about relationships.		They will have the knowledge to recognise healthy, positive and safe relationships and to respect other people's values.	