

Statutory Skills

RSHE Topic	By the end of primary school children should know...	Where this is covered in The Story Project
<p>Families and People who Care for Me.</p>	<ul style="list-style-type: none"> • 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. • 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 marriage 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. 	<p>In EYFS children start off by learning about the importance of family and how they give us love, security and stability through reading Luna Loves Library Day and children are exposed to another family and how a new baby changes a family through The New Small Person.</p> <p>Then in year 1 children read My Big Fantastic Family, which allows them to develop their understanding of a healthy family life and how other families may look different to theirs.</p> <p>In Year 2 children learn how stable and caring relationships are at the heart of happy families through Grandad's Camper.</p> <p>Year 3 read Ruby's Worry which helps them to learn about how to seek help or advice if a family member is making them feel unsafe.</p> <p>Then in Year 4 children consider another example of a caring relationship through the siblings in Proudest Blue.</p> <p>Year 5 involves developing a deep understanding of marriage through Ritu and Chadni's wedding.</p> <p>Finally in Year 6, children consider how some people make their own families through reading about Anne Frank's experience.</p> <p>As well as these specific books that teach children about families and people who care for them, children are exposed to lots of different families through all the books they read, so teachers should point out some of the different family arrangements even if that is not the main objective.</p>

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<p style="text-align: center;">Caring Friendships</p>	<ul style="list-style-type: none"> • 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, kindness, generosity, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>In EYFS children start off learning some friendship skills such as 'sharing' through the sibling relationship in The New Small Person.</p> <p>Then in Year 1 children are taught all about friendship including how to make friends, what makes a good friend and what to do if a friend is making me unhappy through The Friendship Bench.</p> <p>In Year 2 children learn more about how friendships are welcoming and the ups and downs of friendship through The New Girl.</p> <p>In Year 3 children learn more about managing friendship problems through The Hundred Dresses and how they can give friends feedback through Ossiri and the Bala Mengro.</p> <p>In Year 4 children learn more about autonomy in friendships and repairing damaged friendships through This Moose Belongs to Me and peer pressure in The Tunnel.</p> <p>In Year 5 children see a kind friendship modelled in The Boy who Grew Flowers.</p> <p>Then in Year 6 they explore consent and drugs/ alcohol peer pressure in Harry Potter and the Half Blood Prince which are issues that sometimes are linked to friendship.</p> <p>As well as these specific books that teach children about caring friendships, children are exposed to lots of different friends through all the books they read, so teachers should point out some of the different friendships even if that is not the main objective.</p>

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<p style="text-align: center;">Respectful Relationships</p>	<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. ● practical steps they can take in a range of different contexts to improve or support respectful relationships. ● 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. 	<p>In EYFS children learn about the meaning of respect and how to show respect to others in Here We Are, they also learn about the conventions of courtesy and manners in Luna Loves Library Day.</p> <p>Then in Year 1 they learn about how permission seeking can help our relationships from Peace at Last and about their strengths which contribute to self-respect in Look Up.</p> <p>In Year 2 children learn about respecting themselves even when they make mistakes through The Girl Who Never Made Mistakes.</p> <p>In Year 3 there is a big focus on bullying and what it means to be a bully, a bystander or a victim of bullying and how children can try to overcome and mend the damage caused by bullying through The Hundred Dresses.</p> <p>In Year 4 children deepen their understanding of different types of bullying and learn about respecting people from different cultures through The Proudest Blue and Mama Miti.</p> <p>In Year 5 children learn about respecting people with disabilities in The Boy who Grew Flowers, people struggling with their mental health in The Colour Thief and people with differing views to themselves in Ritu weds Chadni.</p> <p>In Year 6 children explore the impact of stereotypes through The Diary of a Young Girl and the importance of seeking consent in relationships through Harry Potter and The Half Blood Prince.</p>

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<p>Online Relationships</p>	<ul style="list-style-type: none"> ● 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. 	<p>Specific Learning related to Online Learning is taught through two books, one in KS1 and one in KS2.</p> <p>In Year 2 children learn about the basic rules for keeping safe online, how to recognise risks, harmful content and contact, and how to report them through Chicken Clicking.</p> <p>Then in Year 4 children explore how people behave differently online, how to critically consider online friendships and information and how information and data is shared and used online in Penguin Pig.</p>
<p>Being Safe</p>	<ul style="list-style-type: none"> ● 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 (in all contexts, including online) whom they do not know. ● how to recognise and report feelings of being unsafe or feeling bad about any adult. ● how to ask for advice or help for themselves or others, and to keep trying until they are heard. ● how to report concerns or abuse, and the vocabulary and confidence needed to do so. ● where to get advice e.g. family, school and/or other sources. 	<p>Children start by learning some boundaries in friendship in EYFS through Barbara Throws a Wobbler.</p> <p>Children build on their learning about boundaries through exploring permission seeking in Year 1 with Peace at Last.</p> <p>Then in Year 2 children learn about privacy and bodily autonomy with Alien’s Love Underpants.</p> <p>In Year 3 children explore what to do if they feel unsafe or worried and how to get help through Ruby’s Worry. Children also learn about keeping safe when playing alone outside in On a Magical Do Nothing Day.</p> <p>In Year 4 children explore keeping safe online through Penguin Pig. They also learn about getting support for or advice around puberty in Hair in Funny Places.</p> <p>In Year 5 children learn about how to get help and advice around specific issues such as parental separation in Mum and Dad Glue and mental health in <i>The Colour Thief</i>.</p> <p>In Year 6 children explore getting advice and support around drugs and alcohol in Harry Potter and The Half Blood Prince.</p>

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<p style="text-align: center;">Mental wellbeing</p>	<ul style="list-style-type: none"> ● 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. 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 importance of rest, 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 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. 	<p>Children are taught about a normal range of emotions, a varied vocabulary for emotions and simple self-care strategies every lesson through the Settle and Training parts of each lesson. They also learn about various things that can impact on their emotions positively and negatively.</p> <p>Children are taught about basic emotions and how to manage them in EYFS through Jar of Happiness and Barbara Throws a Wobbler.</p> <p>In Year 1 children begin to learn about appropriate and proportionate responses to emotions through Angry Arthur.</p> <p>Then in Year 2 children learn more about how to reflect on different emotions and how this can impact our decision making in Ravi's Roar. They also learn about the emotions related to loss in Grandad's Camper.</p> <p>In Year 3 children learn about managing worries and feelings of isolation in Ruby's Worry. They also learn about money can impact on our emotions in No Money Day.</p> <p>In Year 4 children learn about how they can experience a variety of emotions at the same time in the Grand Hotel of Feelings and they learn how puberty can impact their emotions in Hair in Funny Places.</p> <p>In Year 5 children learn specifically about Mental Health and how to seek support for mental ill health in The Colour Thief.</p> <p>Then in Year 6 children learn about more complex emotions such as hope, determination and vulnerability in Diary of Young Girl.</p>

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<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • 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. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<p>Children start learning about the benefits of the internet and how to stay safe on the internet with Chicken Clicking in Year 2.</p> <p>Then they explore rationing their time online with On a Magical Do Nothing Day in Year 3.</p> <p>In Year 4 they explore the negative aspects of the internet, age ratings, how to be a discerning consumer and how to report concerns with Penguin Pig.</p>
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • 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 walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Children begin to discuss a healthy lifestyle with Oliver's Vegetables in EYFS. Children also consider how to look after their bodies with Here We Are in EYFS.</p> <p>They then look into the benefits of a healthy lifestyle and the risks of an inactive lifestyle in Year 1 with Morris the Mankiest Monster.</p> <p>They then consider how to seek support if they are worried about their health in Year 3 with Ruby's Worry.</p>

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Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other 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 tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Children explore the basics of a Healthy Diet in EYFS with Oliver's Vegetables.</p> <p>Then they look at the risks of an unhealthy diet in Year 1 with Morris the Mankiest Monster.</p> <p>In Year 3 children consider the principles of planning and preparing a range of healthy meals in Faruq and the Wiri Wiri.</p> <p>Then in Year 6 children consider the impact of alcohol on diet and health in Harry Potter and the Half Blood Prince.</p>
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. 	<p>Children explore the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking in Year 6 through Harry Potter and the Half Blood Prince.</p>
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. 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. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. 	<p>In Year 1 Children learn about dental health and hygiene through Morris the Mankiest Monster and about the importance of sleep through Peace at Last.</p> <p>Then in Year 3 children learn about the early signs of illness through Ruby's Worry.</p> <p>In Year 5 children learn about sun safety through Mama Miti.</p> <p>Then in Year 6 children learn about the facts and science relating to allergies, immunisation and vaccination through Harry Potter and the Half Blood Prince.</p>

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Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>In EYFS children practice making a call to emergency services in The New Small Person.</p> <p>In Year 4 children discuss some of the concepts of basic first aid in The Tunnel.</p> <p>We recommend children receive some practical first aid lessons on top of this.</p>
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Children explore puberty and the menstrual cycle in Year 4 through Hair in Funny Places.</p>
Resilience	<p>Resilience is not listed as a specific objective in the statutory curriculum, but it is stated that all of the above objectives should help to foster children’s resilience.</p> <p>We felt that to really embed this, we should also discuss this directly with children so we explore resilience through these objectives:</p> <ul style="list-style-type: none"> • That mistakes are an important part of learning. • The importance of perseverance in times of difficulty and strategies to help me persevere. • Strategies to help them manage when they are finding things hard. • How to judge how hard they are finding things. • That taking risks can help improve resilience. 	<p>Children learn about perseverance and the importance of mistakes in Year 2 with the Girl who Never Made Mistakes.</p> <p>Children learn about strategies for when they find things hard in Year 3 with Ossiri and the Bala Mengro.</p> <p>Children learn about how taking risks can help resilience in Year 4 with The Tunnel.</p> <p>Children are also exposed to a lot of other resilient people through the stories. This should be pointed out when possible.</p>

Non Statutory Skills: PSHE Association Framework of Study

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<p>Economic Wellbeing</p>	<ul style="list-style-type: none"> ● L17. about the different ways to pay for things and the choices people have about this. ● L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. ● L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). ● L20. to recognise that people make spending decisions based on priorities, needs and wants. ● L21. different ways to keep track of money. ● L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. ● L24. to identify the ways that money can impact on people's feelings and emotions. ● L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. ● L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. ● L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them. ● L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). ● L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. ● L31. to identify the kind of job that they might like to do when they are older. 	<p>in Year 3 children start to learn about the impact of money and how it can be saved, borrowed or spent through No Money Day. They also learn about career aspirations, stereotypes and goals through Faruq and the Wiri Wiri Tree.</p> <p>Then in Year 6 they set their own goals with Aaron Slater, Illustrator and consider their own careers with Finding my Voice.</p>

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<p style="text-align: center;">Growing and Changing</p>	<ul style="list-style-type: none"> • H27. to recognise their individuality and personal qualities • 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 re-frame unhelpful thinking • H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹ • H36. strategies to manage transitions between classes and key stages. 	<p>In Year 6 children explore their personal qualities and strengths and how to manage setbacks and failures through Aaron Slater, Illustrator. They explore transitioning to secondary school with Finding My Voice. They explore reproduction with Making a Baby.</p> <p>Parents can withdraw their children from any content related to sex and reproduction.</p>
<p style="text-align: center;">Shared Responsibilities</p>	<ul style="list-style-type: none"> • L2. to recognise there are human rights, that are there to protect everyone. • L3. about the relationship between rights and responsibilities. • L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others 	<p>Children learn about human rights and related objectives in Year 6 through On The Tip of a Wave.</p>