



**Abbas & Templecombe
Church School**

HRE Curriculum Map



Health and Wellbeing

Wellbeing is defined as **the state of being comfortable, healthy, or happy**. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and being able to manage stress.

Relationships

A relationship is how two or more people are **connected**. Relationships include friends, family, romantic partners, pets and professionals.

Living in the Wider World

The qualities and attributes that allow people to be **healthy, independent and active** participants in our **society**.

Year One

- I can talk about growing and changing from young to old and how people's needs change
- I can describe how I will change as I get older
- I can recognise that some things are private and the importance of respecting privacy; that parts of their body are covered by underwear are private
- I can prepare to move to a new class/year group

Year Two

- I can recognise that some things are private and the importance of respecting privacy; that parts of their body are covered by underwear are private
- I can say what to do if I feel unsafe or worried about myself or others; to know who to ask for help and the vocabulary to use when asking for help and the importance of keeping trying until they are heard
- I will now how to respond if physical contact makes me feel unsafe
- I will now how to use basic techniques for resisting pressure to do something I don't want to do which may make me unsafe
- To know how to respect my own and other people's bodies.
- I know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.
- I can describe how I have changed since I was a baby

Year Three

- I can recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable and how to manage this and ask for support
- I can recognise different types of physical contact, what is acceptable and unacceptable
- To know how to seek and give permission (consent) in different situations
- To know about keeping something a secret or confidential, when this should or should not be agreed to and when it is right to break a confidence or share a secret
- To know that I can choose what happens to my body and I can get help with any concerns
- To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- That a feature of family life is caring relationships; about different ways in which people can care for one another
- To recognise other shared characteristics of healthy family

Year Four

- To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- To know the physical and emotional changes that happen when approaching and during puberty
- To know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- To know where I can get more help and advice about growing and changing
- I can recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable and how to manage this and ask for support
- I can recognise different types of physical contact, what is acceptable and unacceptable
- To know how to seek and give permission (consent) in different situations
- To know about keeping something a secret or confidential, when this should or should not be agreed to and

Year Five

- I can recognize different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- I know about seeking and giving permission (consent) in different situations
- To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual well-being, erections and wet dreams)
- To know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- To know where to get more information, help and advice about growing and changing, especially about puberty

Year Six

- I can recognize different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- I know about seeking and giving permission (consent) in different situations
- To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual well-being, erections and wet dreams)
- To know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- To know where to get more information, help and advice about growing and changing, especially about puberty
- To know about marriage and civil partnership as a legal

		life, including commitment, care, spending time together, being there for each other in times of difficulty • How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice	when it is right to break a confidence or share a secret • To know that I can choose what happens to my body and I can get help with any concerns	• To know 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	declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • To understand about seeking and giving permission (consent) in different situations • To know that for some people gender identity does not correspond with their biological sex • To know 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 • To know 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 for
--	--	---	--	---	--

At Abbas and Templecombe Church School, we follow the ‘Twinkl’ scheme of work for PSHE. This is supported by the PSHE association. The objectives selected for HRE are taken from this scheme. We have adapted these objectives to meet the cultural capital of our school. We intend to review these objectives each year to ensure that we are meeting the needs of the children in each year group.