

Tuesday 12<sup>th</sup> March 2024

Dear Parents / Carers

I am writing to you today to present an overview of our PSHE & RHE curriculum.

PSHE stands for Personal, Social, Health and Economic Education.

RHE stands for Relationships and Health Education.

As part of establishment of our PSHE and RHE curriculum, we would like to share the following information and consult with you as parents. Please read the information carefully. If you have any questions or comments regarding the design or content of the curriculum, please raise these with Emily Smart, Assistant Headteacher and PSHE Lead via [emily.smart@lightyearseducation.co.uk](mailto:emily.smart@lightyearseducation.co.uk). We would welcome your views and thoughts by 22<sup>nd</sup> March 2024.

Personal, Social, Health and Economic (PSHE) Curriculum is an important part of all children's education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need to manage their lives both now and in the future. As part of a whole school approach, our aim is to ensure that our children thrive as individuals, as part of a family and as confident members of the wider community. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and our approaches will help pupils to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships.

The aims of personal, social, health and economic education (PSHE) at our school are to ensure that our pupils:

- Develop self-awareness and confidence
- Value themselves and others
- Form healthy and positive relationships
- Communicate effectively
- Know how to keep themselves safe
- Respond to challenge positively
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals
- Understanding of health and how to stay healthy
- Awareness and appreciation of different kinds of relationships.

At Light Years School, Relationships and Health Education (RHE) is taught within PSHE education curriculum. RHE is lifelong learning about emotional, physical, moral and emotional development. It will teach them about relationships, healthy lifestyles, diversity and personal identity, enabling them to develop and form positive values, attitudes, personal and social skills and increase their knowledge and understanding of how to make informed decisions and life choices. RHE is not about the promotion of sexual activity. The aims of relationships and health education (RHE) at our school are to:

- Provide a safe environment in which sensitive discussions can take place
- Promote responsible behaviour
- Develop feelings of self-respect, confidence and empathy
- Prepare pupils for puberty, and the importance of staying health and hygiene
- Create a positive culture around diversity and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

- Provide all pupils with the knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Prepare children for transition and different relationships within secondary education.

We have designed our curriculum in collaboration with the PSHE Association and use a 'question-based' topic over each half term. These build on topics which pupils may have learnt in Key Stage 1 and focus on '*What, How, Why*' questions offering the opportunity for in-depth discussions and reflections. Three core themes are covered in the curriculum including: **Relationships, Living in the Wider World and Health and Well-Being.**

Teaching builds throughout the primary phase according to the age and SEND needs of the pupils, with suggested developmentally appropriate learning objectives responding to each question.

I have attached the PSHE & RHE curriculum map for your information at the end of this letter. This gives parents an overview of the topics covered. If you would like more detailed information, please get in touch with Emily Smart, Assistant Headteacher.

Yours sincerely



Dan Tresman

Headteacher  
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## Curriculum Map

Curriculum Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3/4 Cycle A</b>	KQ: How can we be a good friend? T: Relationships C: Friendship; making positive friendships, managing loneliness, dealing with arguments.	KQ: What keeps us safe? T: Health & Well-Being C: Keeping safe; at home and school; our bodies; hygiene; medicines; and household products.	KQ: What are families like? T: Relationships C: Families; family life; caring for each other, differences in families.	KQ: What makes us a community? T: Living in the Wider World C: Community; belonging to groups; similarities and differences; respect for others.	KQ: Why should we eat well and look after our teeth? T: Health and Well-Being C: Being healthy; eating well; dental care.	KQ: Why should we keep active and sleep well? T: Health & Well-Being C: Being healthy; keeping active, taking rest.
<b>Year 3/4 Cycle B</b>	KQ: What strengths, skills and interests do we have? T: Health & Well-Being C: Self-esteem; self worth; personal qualities; goal setting; managing set backs.	KQ: How do we treat each other with respect? T: Relationships C: Respect for self & others; courteous behaviour; safety; human rights.	KQ: How can we manage our feelings? T: Health & Well-Being C: Feelings and emotions; expression of feelings; behaviour.	KQ: How will we grow and change? T: Health & Well-Being C: Growing and changing; puberty.	KQ: How can our choices make a difference to others and the environment? T: Living in the Wider World C: Caring for others; the environment; people and animals; making choices and decisions.	KQ: How can we manage risk in different places? T: Health & Well-Being C: Keeping safe; out and about; recognising and managing risk.
<b>Year 5/6 Cycle a</b>	KQ: What makes up our identity? T: Health & Well-Being C: Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes.	KQ: What decisions can people make with money? T: Living in the Wider World C: Money; making decisions; spending and saving.	KQ: How can we help in an accident or emergency? T: Health & Well-Being C: Basic first aid; accidents; dealing with emergencies.	KQ: How can friends communicate safely? T: Relationships C: Friendships; relationships; becoming independent; online safety.	KQ: How can we keep healthy as we grow? T: Health and Well-Being C: Looking after ourselves; growing up; becoming independent; taking more responsibility.	KQ: How can the media influence people? T: Living in the Wider World C: Media literacy and digital resilience; influences and decision-making; online safety.
<b>Year 5/6 Cycle B</b>	KQ: How can we keep healthy as we grow? T: Health and Well-Being C: Looking after ourselves; growing up; becoming independent; taking more responsibility.	KQ: How can drugs common to everyday life affect health? T: Health & Well-Being C: Drugs; alcohol and tobacco; healthy habits.	KQ: How can the media influence people? T: Living in the Wider World C: Media literacy and digital resilience; influences and decision-making; online safety.	KQ: What jobs would we like? T: Living in the Wider World C: Careers; aspirations; role models; the future.	KQ: What will change as we become more independent? T: Relationships C: Different relationships; changing and growing; adulthood, independence; moving to secondary school.	KQ: How do friendships change as we grow? T: Relationships C: Different relationships; changing and growing; adulthood, independence; moving to secondary school.

Key:

KQ = Key Question

T = Theme

C = Content