

# St Stephen's C.E. Primary School



## P.S.H.E. Policy

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*'For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.'* Ephesians 2 v 10

***Ephesians 2:10***



Updated January 23

Consultation has taken place	The school workforce	Governors	Children & young people	Families
	date: Autumn 20 March 2023	date: Autumn 20 March 2023	date: March 2023	date: Autumn 20 March 2023
Date formally approved by Governors:	October 2020			
Date policy became effective:	September 2020 March 2023		Review Date: March 2024	
Links to other relevant policies	SMSC	Safeguarding	Online safety	Religious Education
	British Values	Anti-bullying	SEND inclusion	Equality
	Behaviour	Healthy Eating		

# St. Stephen's C.E. Primary School

## PSHE Policy

This policy is embedded in our school's mission statement,  
"Aspire to Greatness".

### Personal, Social and Health Education (PSHE) including RHE Introduction

At St. Stephen's Primary School Personal, social and health education enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing socially, personally and emotionally. We provide our children with opportunities to play a positive role in contributing to the life of the school and the wider community to learn about rights and responsibilities, appreciate what it means to be a positive member of a diverse multicultural society. We encourage all children to develop a sense of self-worth.

### Aims and intent

To build a PSHE curriculum, which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and prepare to be citizens now and in their future roles. To promote the spiritual, moral, cultural, mental and physical development of children

To build a curriculum that incorporates the understanding of Relationships and Sex Education (RHE) so that children know more, remember more and understand more now and in their lives.

The aims of teaching PSHE at St. Stephen's Primary school are to support pupils in:

- Acquiring the knowledge and understanding that constitutes a healthy lifestyle
- How to keep themselves and others safe
- Understanding what makes good relationships
- Having respect and tolerance for others
- Being independent and developing a sense of personal responsibility
- Developing confidence and self-esteem,
- Making informed choices regarding personal and social issues
- Developing a knowledge and appreciation of money and the effect it has on themselves and others
- Developing fulfilling and rewarding relationships with other members of the school and wider community through work and play
- Preparing them to play an active role as young citizens
- Making the most of their varied abilities

### **We link our curriculum to the school vision of "Aspiring to Greatness".**

We want everyone who leaves St. Stephen's Primary School to be proud of themselves and their achievements, knowing that they have "Aspired" to do their very best to improve themselves but also to contribute to a loving community. Our Visionary Bible Verse: "For we are the handiwork of God, born in Christ Jesus to do good works as God has planned for us to do" (Ephesians 5:20), defines our belief that we asked to be inclusive in attitude, respecting and loving of others, following the rule of "Loving one another as God has loved us". Our PSHE scheme of work has the values of inclusion woven into the framework and lessons. It also hopes to raise children's self-esteem, resilience and self-belief so that they can truly, "Aspire to Greatness".

### **Teaching and Learning styles**

PSHE is a whole school curriculum and not just an individual subject: therefore, the PSHE curriculum is covered in school in many different ways including:

- PSHE sessions including circle time
- Cross curricular links e.g. Science, PE, Computing, RE, English
- Class projects
- Assemblies
- Educational visits and visitors
- Extracurricular clubs – worship leaders, science ambassadors, eco-council.
- Homework tasks
- Plays and performances
- Sporting events

Teachers use a range of teaching and learning styles, including activities such as discussion, role play, games, investigations, problem solving, and outdoor learning. Teachers encourage children to take part in a range of practical activities that promote active citizenship e.g. fundraising and planning of school events.

PSHE Curriculum

We cover the following themes in PSHE using selected elements from the Happy minds, PHSE association, Childline, kidsafe, EC publishing as well as other resources;

- Me and my relationships- including feelings/emotions/conflict resolutions/friendships
- Valuing Differences- Includes British Values focus
- Keeping myself safe- Includes aspects of safe internet use, drugs and Relationships Education
- Rights and responsibilities – includes money/living in the wider environment
- Being my best- Includes keeping healthy/ Growth Mind-set/goal setting/achievement
- Growing and changing – includes RSE related issues

We have organised these 6 areas into 3 distinct groups of skills as shown below.

Key skills to be taught by the end of Primary school include:

### **Living in the wider world**

- Shared responsibilities – rules, rights and responsibilities. Compassion and caring for the environment.
- Communities – stereotypes, prejudice, what makes a community, different groups
- Media literacy and digital resilience – the internet and social media, reliable sources of information, what to share,
- Economic wellbeing: Money – saving and spending, needs and wants, money matters workshops.
- Economic wellbeing: Aspirations, work and career – skills, careers, strengths, goal setting.

### **Relationships**

- Families and close positive relationships – different types of relationships, attraction, marriage and civil partnership, caring relationships, different families, people who care for them.
- Friendships – the importance of friendships, how to be a good friend, healthy relationships, what help to seek if you are not happy, peer influence, feeling lonely.
- Managing hurtful behaviour and bullying – different types of bullying including online, how people feel when they are hurt or bullied, discrimination.
- Safe relationships – privacy and personal boundaries, confidentiality and secrets, online safety, reporting concerns, recognising risks.
- Respecting self and others – self-respect, kind and unkind behaviour, respecting differences and similarities, listening and responding to people with different views, how to discuss and debate with people.

### **Health and Wellbeing**

- Health and wellbeing: physical wellbeing – balanced, healthy lifestyle, making informed decisions about health, habits, what does keeping healthy mean? Sleep, medicines, illness, oral hygiene.
- Mental health – feeling, emotions, how different situations make us feel different ways, how to recognise what others may be feeling, strategies to respond to feelings.
- Ourselves growing and changing – what makes you special, individuality, personal identity, puberty, reproduction.
- Keeping safe – rules, age restrictions, online safety, risk and hazards.
- Drugs, alcohol and tobacco – illegal drugs, organisations to support, risks and effects.

## **Assessment, Recording and Reporting**

PSHE assessment will cover the key themes in each year group as referred in the end of unit assessments. Learning is assessed in a number of different ways including

- Self- assessment
- Peer assessment
- Teacher assessments

Children's progress and achievements in PSHE is reported to parents annually under the categories of

WT Working towards the expectations for the year group

WIN Working in line with expectations for the year group

WA Working above expectations for year groups

Reception class are assessed under the prime Area of Personal and Social Education.

## **Mental Health and wellbeing**

At St. Stephen's Primary School we aim to promote positive mental health and well-being for our whole school community, pupils, staff, parents, and carers, and recognise how important mental health and emotional well-being is to our lives in the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement

We have adopted an evidence based programme for mental health and wellbeing called Happy Minds, it is an NHS backed, fully resourced scheme that incorporates many aspects of the curriculum.

We aim to ensure that our children are able to manage times of change and stress, to develop skills of resilience and recognition and have access to support when needed.

Our goal is to help develop the protective factors which build resilience to mental health problems and be a school where

- All pupils are valued
- Pupils have a sense of belonging
- Children are in tune with their own mental health
- Pupils feel able to talk openly with trusted adults about problems and feelings
- Positive mental health is promoted

## **Roles and Responsibilities**

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring that the ethos of the school is maintained and developed through the subjects.

The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents/families are fully informed of this policy.
- Are sensitive to any requests from parents to withdraw their children from sex education
- Ensuring parents understand they cannot withdraw children from the relationships education part of the curriculum
- Discussing requests for withdrawal from parents.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing the policy on an annual basis.

The relationships and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the National Curriculum.
- Ensuring that the decided non-statutory elements of the curriculum (RSE) are covered in an appropriate way.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head teacher/ Governing Board.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment of requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs and pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

**Note: Staff do not have the right to opt out of the teaching of RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head teacher**

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Pupils are responsible for:

- Engaging fully in RSE, and when discussing issues related to RSE, treat others with respect and sensitivity.

### **Policy Development**

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulling together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff given the opportunity to look at the policy and make recommendations
3. Parent/family consultation – parents and any interested parties were invited to look at the school's draft policy/ proposed scheme of work
4. Pupil consultation – we investigated what exactly pupils want from their RSE. What do you want to know about relationships?
5. Ratification – once amendments were made, the policy is to be shared with governors and ratified.

### **Organisation of the Curriculum**

From September 2020, every primary school is required to deliver statutory relationships and health education. RHE

For the purpose of this policy, '**relationships education**' is defined as teaching pupils about health, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, '**health education**' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of relationships and health education coincide with one another and will be delivered as part of the school's PSHE curriculum. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. The relationships and health curriculum takes into account the views of our teachers, pupils and parents/families. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

As a school, we consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters.
- School Website

Any parent, family, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the member of staff responsible for the subject area
- Phoning, emailing the school
- Contacting subject leaders and governors

The school has organised a curriculum that is age appropriate for pupils within each year group, based on the views of teachers, pupils and parents. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

### **Relationships and Health Education Overview**

Our RHE programme aims to equip our pupils with skills to prepare students for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy and permission seeking and giving.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them, both within the diverse school community and the wider world around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Statutory requirements The lesson plans and accompanying guidance reflect the Department for Education (DfE)'s statutory requirements to teach Relationships Education and Health Education at key stages 1 and 2. The lessons support St Stephens in covering elements of statutory Relationships and Health Education, including the topic of puberty in years 4, 5 and 6. Parents and carers do not have the right to request to withdraw their children from the lessons on Relationships and Health education. Note that in the DfE statutory guidance it states, 'puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset'. For this reason, the lesson plans on puberty are



aimed at pupils in year 4 or year 5, so they are prepared for the changes they and their peers will experience.

*Please see **appendix 1 for the school's curriculum overview.***

## **Sex Education**

All pupils must be taught about the aspects of sex education outlined in the primary science curriculum – this includes teaching them about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught the relationships aspects of sex education beyond what is required of the science curriculum. At our school, we teach pupils sex education beyond what is required of the science curriculum. The detail of this teaching can be found in the Scheme of Work. In Year 6, Lesson 4 How a baby is made incorporates elements of Sex Education and has been included to provide a comprehensive programme of Relationships and Sex Education (RSE), to safeguard pupils effectively and to provide a foundation for later learning on healthy intimate relationships. While the Department for Education strongly recommends that primary schools deliver Sex Education, we at St Stephen's deem this lesson one by which parents can request to remove their child.

Parents will be consulted at the point of delivery of our sex education curriculum. The age and development of pupils is always considered when delivering sex education. An outline of sex education at St. Stephen's is provided below:

### **By the end of KS1 children will know:**

- The names of the body parts including the external genitalia will be used in lessons where children are taught to keep themselves safe.
- How to report situations that make them feel uncomfortable?
- Who to report to
- What should be kept private (the PANTS rule)

### **By the end of LKS2 children will know:**

- How and who to report unwanted or uncomfortable touch.
- Y4 girls will be taught about menstruation.
- Consent
- Changing bodies (personal hygiene)
- Hygiene routines

### **By the end of UKS2 children will know:**

- Gender identity including knowing that there are other relationships to heterosexual relationships (LBGTQ+)
- FGM
- Consent
- Sexual intercourse
- Reproduction
- Contraception

If a child asks a question that does not relate to the topics above, teachers will explain that the child consult his/ her parent for an answer. The school will normally seek to inform parents when such a question has been asked.

In some cases, a question or request for advice may indicate the pupil to be a risk or in danger, in which appropriate action will be taken in accordance with the school's written policy and procedure for child protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

### **Parents' Right to Withdraw**

**Parents do not have the right to withdraw their children from relationships education.** However, parents have the right to withdraw their children from the non-statutory/ non-science components of sex education within RHE.

Requests for withdrawal should be put in writing using the form in appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed on the pupil's educational record. The Head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RHE and guided to the Scheme of Work. Teachers are coached in the delivery of the Health and Relationships scheme of work each year, before it is delivered.

The Head teacher may also invite visitors from outside the school such as the school nurse to provide support and training to staff teaching RHE.

### **Equality and Accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that people with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust behavioural policy, as well as a child protection and safeguarding policy, which set out expectations of pupils.

### **Curriculum Links**

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** - pupils learn about the main external parts of the body and changes to the body as it grows from old age, including puberty.
- **Computing** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequence of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### **Monitoring**

The delivery of RHE is monitored by the RHE lead and SLT through various monitoring activities: pupil book study; feedback; photos and videos; monitoring of assessment and SEND provision.

Pupil's development in RSE is monitored by the class teachers as part of our internal assessment systems.

This policy was first written by Helen Wright in September 2020 and will be reviewed in September 2021. It was reviewed and approved by governors on 10<sup>TH</sup> May 2022.

		<b>Overarching themes for the curriculum: Sharing, co-operation, self-regulation, characteristics of effective learning, positive interactions, following rules.</b>					
EYFS	N	<u><b>All about me</b></u> <ul style="list-style-type: none"><li>• What are my own interests?</li><li>• Developing personal interests and belonging</li><li>• Developing confidence and self-esteem through new or social situations.</li><li>• What makes me happy and other emotions.</li></ul>	<u><b>We are all special</b></u> <ul style="list-style-type: none"><li>• Families – within the family home(s)</li><li>• Discovering important times and events for different families.</li><li>• Begin to recognise similarities and differences between myself and others.</li></ul>	<u><b>Keeping healthy/ managing self care</b></u> <ul style="list-style-type: none"><li>• Healthy eating</li><li>• Washing hands</li><li>• Healthy activities</li><li>• Brushing teeth</li><li>• Using the toilet</li></ul>	<u><b>Rights and responsibilities</b></u> <ul style="list-style-type: none"><li>• Identifying myself as part of a wider community</li><li>• Beginning to follow the rules of the class</li></ul>	<u><b>Keeping safe</b></u> <ul style="list-style-type: none"><li>• Road safety – in provision/ outdoor.</li><li>• Sun safety - basics wear a hat/drink water</li></ul>	<u><b>Growing and changing</b></u> <ul style="list-style-type: none"><li>• Transition</li></ul>
		<b>Overarching themes for the curriculum: Sharing, co-operation, self-regulation, characteristics of effective learning, positive interactions, following rules.</b>					
	Foundation		<u><b>All about me</b></u> <ul style="list-style-type: none"><li>• What makes me unique?</li><li>• Emotions and feelings</li><li>• What makes me special?</li><li>• Family</li><li>• <b>Start of the year – class rules and ethos</b></li></ul>	<u><b>We are all special</b></u> <ul style="list-style-type: none"><li>• What kinds of families are there?</li><li>• What is friendship?</li><li>• What does good friendship look like?</li></ul>	<u><b>Keeping healthy</b></u> <ul style="list-style-type: none"><li>• Basic hygiene</li><li>• Healthy mindset</li><li>• Healthy body – exercise</li><li>• Importance of sleep</li><li>• Oral hygiene</li></ul>	<u><b>Rights and responsibilities</b></u> <ul style="list-style-type: none"><li>• Helping others</li><li>• Helping the world</li><li>• Money matters</li></ul>	<u><b>Keeping safe</b></u> <ul style="list-style-type: none"><li>• Road safety</li><li>• Sun safety</li><li>• Medicine safety</li></ul>

## Happy minds coverage

### Children in Nursery will be learning to:

- **Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (Engage)**
- Develop their sense of responsibility and membership of a community.
- **Become more outgoing with unfamiliar people, in the safe context of their setting. (Celebrate, Relate)**
- **Show more confidence in new social situations. (Celebrate, Relate)**
- **Play with one or more other children, extending and elaborating play ideas. (Celebrate, Relate, Engage)**
- **Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (Celebrate, Relate)**
- **Increasingly follow rules, understanding why they are important. (Relate)**
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- **Talk with others to solve conflicts. (Relate)**
- **Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (Meet your Brain)**
- **Understand gradually how others might be feeling. (Meet your Brain, Relate)**
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

### Children in Reception will be learning to:

- See themselves as a valuable individual. (Celebrate)**
- Build constructive and respectful relationships. (Relate)**
- Express their feelings and consider the feelings of others. (Meet your Brain, Relate)**
- Show resilience and perseverance in the face of challenge. (Engage)**
- Identify and moderate their own feelings socially and emotionally. (Meet your Brain)**
- Think about the perspectives of others. (Relate)**
- Manage their own needs: Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing:
  - regular physical activity.
  - healthy eating.
  - toothbrushing.
  - sensible amounts of screen time.
  - having a good sleep routine.
  - being a safe pedestrian.

KEY – Red writing = my happy minds content, black writing = PSHE coverage. Blue box = Health and wellbeing, Pink = relationships, Green = Living in the wider world

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 RHE inc. Kidsafe
<b>KS1</b>	<b>Cycle A</b>	<p><b>Meet my brain year 1</b></p> <ul style="list-style-type: none"> <li>- Healthy lifestyles</li> </ul> <p>To learn ways of managing your feelings and when to ask for help</p> <p>To learn how to manage their emotions when things go wrong.</p> <p>To know how to keep healthy based on food and exercise.</p> <p>To understand some hygiene routines including sun safety.</p>	<p><b>Celebrate year 1</b></p> <ul style="list-style-type: none"> <li>- Communities</li> <li>- Economic wellbeing: careers and aspirations.</li> </ul> <p>What are your strengths and interests?</p> <p>Does this link to any jobs in your local community?</p> <p>What jobs are available?</p>	<p><b>Appreciate year 1</b></p> <ul style="list-style-type: none"> <li>- Families and close relationships</li> </ul> <p>To understand the roles of different people and that there are different types of families.</p> <p>To recognise what makes them unique and special.</p>	<p><b>Relate year 1</b></p> <ul style="list-style-type: none"> <li>- Families and close relationships</li> </ul> <p>To know how to care for others and support their needs.</p> <p>To understand they should feel cared for and care for others.</p> <p>To know how and why we care for the environment.</p>	<p><b>Engage year 1</b></p> <ul style="list-style-type: none"> <li>- When they engage they can do better.</li> </ul> <p>To know how to use online services to communicate and do this safely.</p> <p>To learn ways of keeping safe online.</p> <p>To understand how rules and age restrictions keep us safe.</p>	<p>Year 1: <b>What is private?</b> The underwear rule. Who cares for us</p> <p>Life cycles</p> <p><b>Keeping safe</b></p> <p>To understand what rules are and why we follow them.</p> <p>To understand what privacy is and to seek permission for things.</p>

	Cycle B	<ul style="list-style-type: none"> <li>- Meet my brain year 2</li> <li>- Mental health</li> <li>- Healthy lifestyles</li> <li>- Managing hurtful behaviour</li> </ul> <p>To understand why sleep is important.</p> <p>Keeping healthy; teeth and medicines including safety.</p>	<p>Celebrate year 2</p> <ul style="list-style-type: none"> <li>- Strengths in action.</li> <li>- Using our strengths to be the best we can be.</li> </ul> <p>Recognise what is similar and different about ourselves.</p> <p>To understand what it means to belong to a group.</p> <p>What are your roles and responsibilities?</p>	<p>Appreciate year 2</p> <ul style="list-style-type: none"> <li>- Safe relationships</li> </ul> <p>How to keep safe in different environments; keeping safe at home.</p> <p>Learning what to do in an emergency.</p> <p>To understand what a secret is; when it is ok to keep or when it is necessary to share.</p>	<p>Relate year 2</p> <ul style="list-style-type: none"> <li>- Friendships</li> <li>- Respecting self and others</li> </ul> <p>To understand ways to make friends.</p> <p>To understand what to do if they are feeling lonely and how to get help.</p> <p>Working and playing co-operatively.</p>	<p>Engage year 2</p> <ul style="list-style-type: none"> <li>- When they feel good, they do good</li> </ul> <p>To know how we use the internet in everyday life.</p> <p>To understand what money is and how to look after it.</p>	<p>Year 2: Naming the main parts of the body including the external genitalia.</p> <p>Physical contact</p> <p>Growing older; life stages. Including naming body parts.</p> <p>Moving on to a new class.</p>
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<b>LKS2</b>	<b>Cycle A</b>	<b>Meet my brain year 3</b> - Physical wellbeing To know how to make good choices about health and their habits. To understand risks and hazards. To understand safety in their local environment and also in unfamiliar places To understand the value of rules and laws.	<b>Celebrate year 3</b> - Ourselves growing and changing To know what affects theirs and others feelings and know how to express them. To identify their own strengths and achievements. To be able to set their own personal goals.	<b>Appreciate year 3</b> - Appreciating the little things To know about rights, freedom and responsibilities. To understand that different jobs require different skills To understand job stereotypes. To be able to set their own personal goals.	<b>Relate year 3</b> - Families and close relationships - Friendships To understand the impact of hurtful behaviour. To be able to recognise respectful behaviour. To know how to be courteous and polite. To know the value and importance of self-respect.	<b>Engage year 3</b> - Engage means to pay attention and put effort in To know how the internet is used and understand how to assess information online.	Year 3: How families differ, how to respond when they are uncomfortable or unhappy. Unwanted touch, consent. To understand what makes a family and to know what the features of a family life are. To understand personal boundaries and relate this to being able to safely respond to others



	Cycle B	<p>Meet my brain year 4</p> <ul style="list-style-type: none"> <li>- Mental health</li> </ul> <p>To know about medicines and household products including drugs common to everyday life.</p> <p>To be able to maintain a balanced lifestyle including oral and dental hygiene</p>	<p>Celebrate year 4</p> <ul style="list-style-type: none"> <li>- Exploring our 24 character strengths</li> <li>- Problem solving</li> </ul> <p>To be able to respect differences and similarities but also know how to discuss differences sensitively</p>	<p>Appreciate year 4</p> <ul style="list-style-type: none"> <li>- Managing hurtful behaviour and bullying</li> <li>- Safe relationships</li> </ul> <p>To know how to respond to hurtful behaviour.</p> <p>To manage confidentiality including risks posed online.</p> <p>To know and understand how data is used and shared.</p>	<p>Relate year 4</p> <ul style="list-style-type: none"> <li>- Friendships</li> <li>- Respecting self and others</li> </ul> <p>To understand what makes a community.</p> <p>To understand what a shared responsibility is.</p> <p>To understand what a positive friendship is including online friendships.</p>	<p>Engage year 4</p> <ul style="list-style-type: none"> <li>- The more we focus on feeling good, the better we do</li> </ul> <p>To be able to make sensible decisions about money.</p> <p>To know how to use money safely and keep it safe.</p>	<p>Year 4: Puberty, changing bodies, hygiene routines, asking for help.</p> <p>To know and understand what the physical and emotional changes of puberty are.</p> <p>To know which are the external genitalia and name them correctly.</p> <p>To know what their personal hygiene routines are</p>
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UKS2	Cycle A	<p>Meet my brain year 5</p> <ul style="list-style-type: none"> <li>- Physical wellbeing</li> </ul> <p>To understand their mental well-being.</p> <p>To understand how mental wellbeing may affect other people. (Link to friendships, empathy, showing understanding)</p>	<p>Celebrate year 5</p> <p>Ourselves growing and changing</p> <p>To develop and understand healthy sleep habits.</p> <p>To understand the safety aspects around; the sun, medicines, vaccinations, immunisations and allergies.</p> <p>To know and understand how information online is targeted.</p>	<p>Appreciate year 5</p> <ul style="list-style-type: none"> <li>- Appreciation and gratitude.</li> </ul> <p>To recognise their own individuality and their qualities.</p> <p>To recognise prejudice and discrimination.</p> <p>To know how to protect the environment.</p>	<p>Relate year 5</p> <ul style="list-style-type: none"> <li>- Families and close relationships</li> </ul> <p>To be able to manage their own friendships and understand peer influence.</p> <p>To be able to respond respectfully to a wide range of people.</p> <p>To be able to show compassion for others</p>	<p>Engage year 5</p> <ul style="list-style-type: none"> <li>- Sometimes we need to think about what we engage in and sometimes we do it on autopilot.</li> </ul> <p>To identify their job interests and aspirations.</p> <p>To understand what has influenced their career choice and explore workplace stereotypes.</p> <p>To understand the roles and impact of different media types.</p>	<p>Year 5: Gender identity including different types of families (this will acknowledge LGBTQ+)</p> <p>To understand which physical contact is acceptable and what they feel comfortable with.</p> <p>To know how to keep safe in different situations including; responding to emergencies, first aid and FGM.</p>
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	Cycle B	<p>Meet my brain year 6</p> <ul style="list-style-type: none"> <li>- Physical wellbeing</li> <li>- Mental health</li> </ul> <p>To be able to recognise and manage pressure.</p> <p>To know what can affect mental health and how to take care of it.</p> <p>Understand how to regulate themselves and make good choices.</p> <p>Manage their own time online</p>	<p>Celebrate year 6</p> <ul style="list-style-type: none"> <li>- Ourselves growing and changing</li> </ul> <p>To know ways to manage change, loss and bereavement.</p> <p>To understand how drug use relates to the law and media.</p> <p>To be able to evaluate media sources and share things online safely.</p> <p>To keep their personal information safe.</p>	<p>Appreciate year 6</p> <ul style="list-style-type: none"> <li>- How to build their resilience</li> <li>- Gratitude and thankfulness for what we have.</li> </ul> <p>To value diversity.</p> <p>To safely challenge discrimination and stereotypes.</p> <p>To be able to express their opinions and respect that of others.</p> <p>To be able to discuss topical issues respectfully</p>	<p>Relate year 6</p> <ul style="list-style-type: none"> <li>- Families and close relationships</li> </ul> <p>To understand what attracts them to others</p> <p>To understand romantic relationships, civil partnership and marriage</p> <p>To understand consent in different situations</p>	<p>Engage year 6</p> <ul style="list-style-type: none"> <li>- How to set goals linked to transition.</li> </ul> <p>To understand influences and attitudes towards money.</p> <p>To have an understanding of money and financial risks.</p>	<p>Year 6: FGM, reproduction, sexual intercourse.</p> <p>Transition</p>
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SRE Content for different year groups – All resources are either PSHE association accredited resources or EC publications. This follows government guidelines for KCSiE and other RHE and safeguarding legislation. We do teach some content to in gender specific groups.

## Year 1:

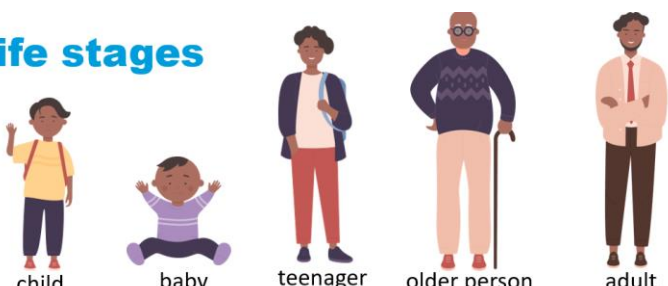
Pants rule:

**What are the PANTS rules?**



Privates are private	+
Always remember your body belongs to you	+
No means no	+
Talk about secrets that upset you	+
Speak up, someone can help	+

## Life stages



child      baby      teenager      older person      adult

What do these pictures show?      Can you put them in the right order?

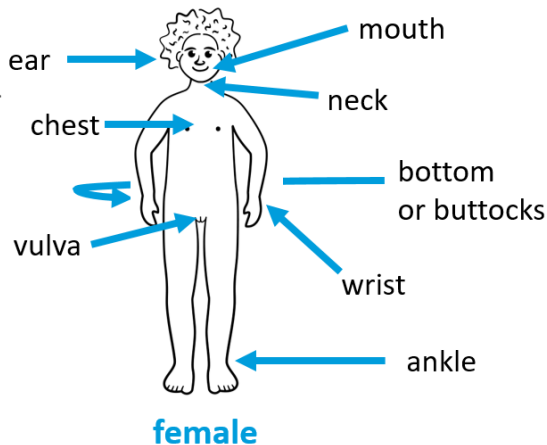
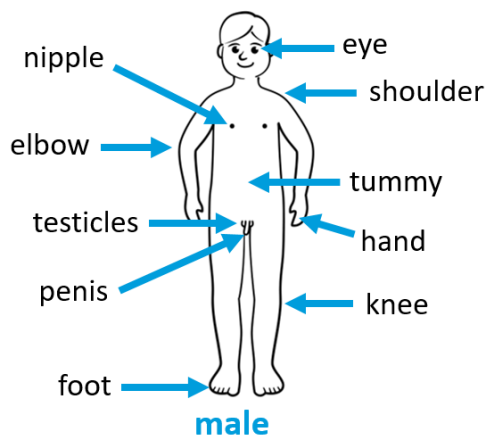
## Year 2



The baby's genitals are different.

Do you know any scientific names for male and female genitals?

## Labelling body outlines - answers



Year 3 – kidsafe programme. <https://www.kidsafeuk.co.uk/>

Year 4 – coverage of puberty before onset and recommended by the government.

## Body parts

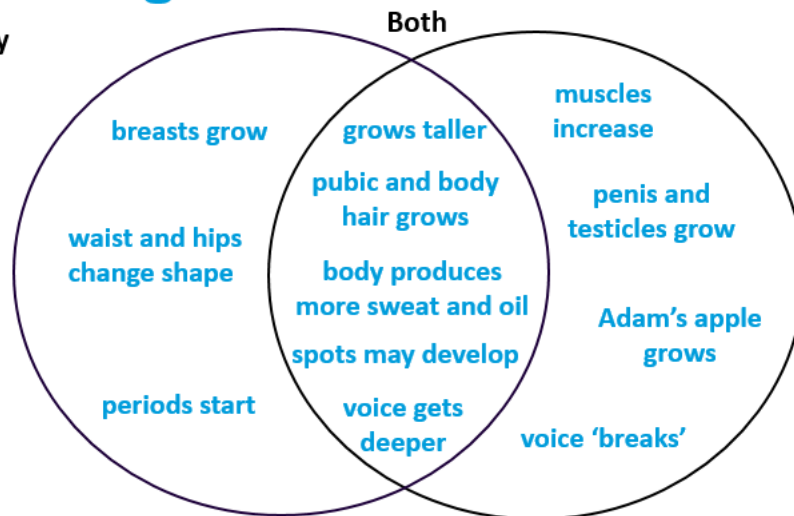
Match the body parts with the body part labels



penis	testicles
vagina	vulva
mouth	eyes
nipples	legs/feet

## Body changes

Female body changes



Male body changes

## Year 4 (re-cap in year 5)



## Year 5

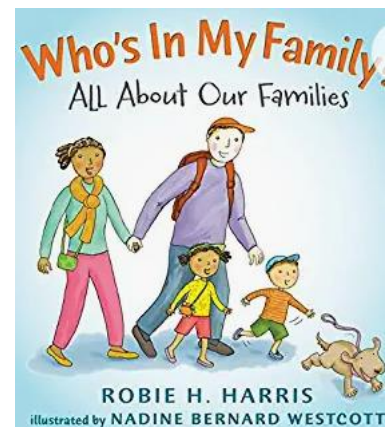
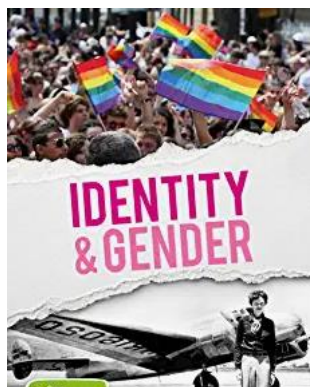
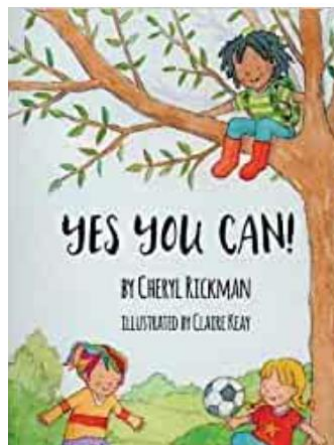
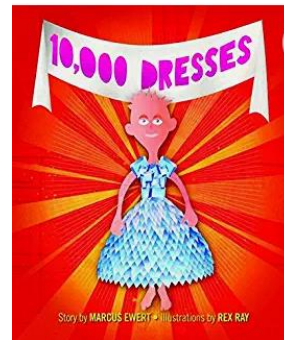
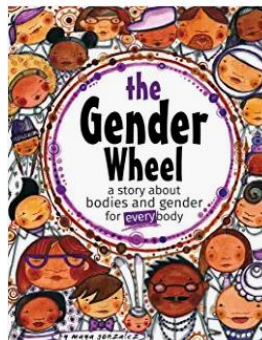
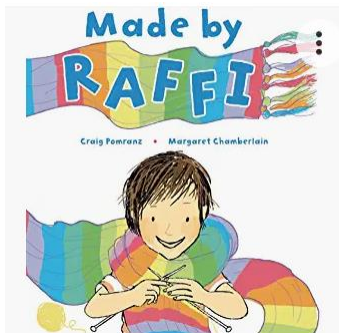
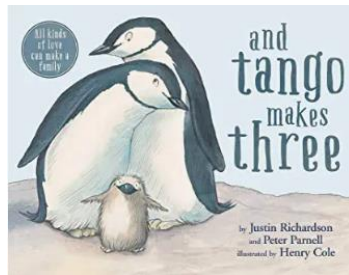
<https://www.youtube.com/watch?v=PzGauky20tc>  
gender identity video

## Year 6

<b>Sperm</b> 	A reproductive cell produced by males. It contains half the DNA of a person.	<b>Fertilise</b> 	When an egg begins to develop into an embryo as a result of joining with a sperm.
<b>Egg</b> 	A reproductive cell produced by females. It contains half the DNA of a person.	<b>Embryo</b> 	A bundle of cells, less than 8 weeks into development, which will usually develop into a foetus.
<b>Foetus</b> 	An unborn human offspring, usually more than 8 weeks into its development.	<b>Sexual Intercourse</b> 	When two people join their genitalia together (in this lesson we are focusing on when a male's penis is put inside a female's vagina).
<b>Ejaculate</b> 	When a male's reproductive system releases sperm through the penis.	<b>Puberty</b> 	The stage of a person's life when their reproductive organs become active for the first time, usually around 10-16 years old.



**A list of some of the texts we use in lessons, for a ore specific list please contact your class teacher.**



Form for withdrawal from SRE			
TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature:			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents.		<i>Include notes from discussions with parents and agreed actions taken.</i> <i>E.g. xxxxxxxx will be taking part in all relationships and during the sex education lessons, he will be working independently on a project in the Year 6 classroom.</i>	