



# CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY



*Ready For The Future*

## PSHE Policy, including Relationships Education Policy

**Ratified: March 2021**



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# 'Ready for the Future'

## Brief Rationale

Our vision is to see our children socially, morally and academically ready for the future. All in equal measure but driven by the social and moral aspects. We believe knowledge is nothing without knowing how, and being able to use it to the benefit of **all** others. We believe that the Bible offers a message of how we can use our knowledge, skills and qualities to serve and help **all** others. We carry this forward each day. Our vision is rooted within this. Our school is built upon this.

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## **INTRODUCTION**

St James Primary Academy is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. We aim to include, not exclude, and we approach all children and families in a supportive and positive way.

## Statutory requirements

At St James Primary Academy we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life, ensuring that they are 'ready for the future'. A key part of this relates to PSHE (Personal, Social, Health and Economic education), Relationships Education and Health Education. From September 2020 it will be statutory for schools to deliver Relationships Education and Health Education in primary schools, and they are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for science, how a baby is conceived and born.

We at St James Primary Academy acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our PSHE education provision.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

## Aims and Objectives

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems, meeting the school's vision of being 'Ready for the Future'. The social and emotional development of pupils is embedded throughout the school's curriculum and culture. The school uses the SCARF programme to deliver a planned thematic PSHE, Relationships Education and Health Education program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;



4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

The aim of relationships education at St James Primary Academy is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focussing on family and friendship, in a way that is age appropriate and sensitive to their faith. This will include online relationships and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community. There are 5 core areas of learning in Relationships Education:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education will develop children's understanding of why health matters and how to stay healthy. There are 8 core areas of learning in Health Education:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### **The teaching of PSHE, including Relationships Education**

At St James Primary Academy we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. The long term plan, showing all areas of learning in each year group, is in Appendix I. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

The Headteacher is lead for PSHE and works in conjunction with teaching staff, to ensure that they are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned



progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

## **The content of lessons**

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within the Science National Curriculum in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes discussions about puberty and how our bodies change and develop.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. They may also deliver some sessions to children. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

### **Effective teaching and learning of PSHE and RSE**

PSHE lessons are taught by their class teacher once a week for approximately 30 minutes. Lessons may be delivered as a whole class in mixed sex groupings, some sessions may be delivered in same sex groupings, depending upon the area to be taught and the nature and context of the class. Effective teaching and learning in this subject should be very similar to that in any other subject: it requires good teaching and a range of interactive teaching methods. This



will give children the opportunity to express their own ideas, share and learn about the views of their peers and to reflect on discussions. However, Relationships Education requires teachers to be aware of effective safeguarding practices. To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the school's safeguarding procedures and child protection policy.

### **Communicating Values**

In order to communicate our school's values all adults should:

- Develop and foster good relationships between all members of the school;
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND;
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils;
- Be sympathetic towards the feelings of children within the class and be aware that some issues that are taught may affect children in different ways;
- Provide opportunities for all children to share their thoughts and feelings in a safe environment;
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy;
- Ensure they do not express personal views or beliefs when delivering the programme.

### **Addressing sensitive issues**

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

### **Accessibility to all children**

Relationships education will be inclusive for all pupils. The aspects of personal and social development are as important to all pupils as their academic achievement. To support children, lesson plan content may be adapted and extra support provided, where necessary, to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

St James is sensitive to all family and faith backgrounds and pupils' own identities. We are respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. St James also recognises that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Our school ensures that the Relationships and Sex Education elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure that any child who identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions



These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. School staff will deliver lessons, with support from other agencies where appropriate.

### **Assessment**

Effective teaching and learning also requires effective assessment for and of learning. Lessons should begin where the pupils are, so that progress is developmental and builds on children's needs and existing knowledge. Effective teachers are reflective practitioners and use Monitoring, Evaluation and Assessment of the Relationships Education programme to:

- Understand children's stage of development and needs
- Deliver relevant and engaging lessons
- Reflect on and analyse the impact and effectiveness of Relationships Education in the classroom and across the school.

Teachers will use a variety of formative assessments to monitor children's progress and to address any misconceptions as they arise. Tasks may be used at the start of a unit and then revisited at the end of a unit to show progress in knowledge and to demonstrate to children what they now know, compared to what they knew at the beginning of the learning.

### **Monitoring/Review/Responsibility**

The staff will implement the school Relationships Education policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy.

The policy will be reviewed and updated annually, or more frequently, should there be good reason. At every review, the policy will be scrutinised and ratified by the governing board. The Standards Committee take responsibility for ensuring the policy is implemented correctly and hold senior leaders to account with regards to learning that has taken place and progress made.

The delivery of RSE is monitored by the Headteacher through lesson observations, learning walks, work scrutiny and pupil interviews.

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

### **Policy Development**

This policy has been developed in consultation with staff, pupils, parents and Governors, as required by the Department of Education. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

- Parent/Carer consultation – parents/carers had the opportunity to look at the policy for RSE, read information regarding the school's rationale to deliver Relationships and Sex Education, look at the long term plan to deliver RSE across school, ask questions and give constructive feedback.
- Staff consultation – staff had the opportunity to look at and discuss the policy, making any recommendations.
- Pupil consultation – we spoke to pupils about the skills they would like to learn.
- Ratification – once amendments were made, the policy was shared with governors and ratified.



## ROLES AND RESPONSIBILITIES

### The governing board

The governing board will approve the relationships education policy, and hold the head teacher to account for its implementation.

### The head teacher

The head teacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

### Staff

Staff are responsible for:

- Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds;
- Modelling positive attitudes to relationships education, as with any other subject;
- Monitoring children's learning in order to ensure they make progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

### Pupils

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

### Parents' right to withdraw their children from lessons

Parents have the right to withdraw their children from sex education lessons that are not statutory, or taught in other areas of the curriculum, for example the Science curriculum. However, parents cannot withdraw their child from relationships education.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from sex education.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

### Training

Staff new to school will be trained on the delivery of relationships education as part of their induction. As for other subject areas, it will be included in our continuing professional development calendar where appropriate and as needed.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

## LINKS TO OTHER POLICIES AND CURRICULUM AREAS

### Curriculum

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

- **EYFS** – links to PSED areas of learning.
- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.





- **Computing and ICT** – pupils learn about e-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 consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.
- **Religious education** – pupils learn about family, values and morals, and the celebration of marriage in different traditions.

Relationships education is also supported by the following policies:

- Anti-bullying policy;
- Behaviour and discipline policy;
- Child protection and safeguarding policy.



## Appendix I: Long term plan of PSHE, including RSE and Health Education

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-Regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs (tobacco, alcohol and medicine) and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Online safety and peer pressure Body Image Sex education



## Appendix 2: The statutory objectives of learning in Relationships Education:

<b>Families and people who care for me</b>	<ul style="list-style-type: none"><li>• Families are important for children growing up because they can give love, security and stability.</li><li>• 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>• 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>• 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.</li><li>• 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>
<b>Caring friendships</b>	<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>• Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><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>
<b>Respectful relationships</b>	<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>• 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>• Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li></ul>
<b>Online relationships</b>	<ul style="list-style-type: none"><li>• People sometimes behave differently online, including by pretending to be someone they are not.</li><li>• 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>• 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 risks associated with people they have never met.</li></ul>



	<ul style="list-style-type: none"><li>• How information and data is shared and used online.</li></ul>
<b>Being safe</b>	<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>• 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>• 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 unsafe or feeling bad about any adult.</li><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>



### Appendix 3: The statutory objectives of learning in Health Education:

<b>Mental well-being</b>	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• The principles of planning and preparing a range of healthy meals.</li> </ul>



	<ul style="list-style-type: none"> <li>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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary.</li> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

#### Appendix 4: Statutory content that is potentially sensitive

<b>Reception</b>	There is no sensitive content in the Reception PSHE curriculum
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Our Special People balloons – Sensitive content but not optional</li> <li>Good or Bad Touches – Sensitive content but not optional</li> </ul> <p>More information for parents here:  <a href="https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/pants-parents-guideonline.pdf">https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/pants-parents-guideonline.pdf</a></p>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Keeping Privates Private – Sensitive content but not optional</li> <li>I don't like that – Sensitive content but not optional</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Family and Friends – Sensitive content but not optional</li> <li>My body, your body – Sensitive content but not optional</li> <li>The lesson includes a section on naming the genitals (penis/vulva/testicles/nipples) and labelling these on a diagram. The lesson explores how everyone is unique</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Islands – Sensitive content but not optional</li> <li>All Change – The lesson is sensitive but not optional</li> <li>The lesson revisits and expands understanding of male and female body parts (vulva, vagina, ovaries, eggs, womb, clitoris, labia, entrance to the vagina, penis, testicles, sperm, pubic hair)</li> </ul> <p>The lesson explores that changes to the body in puberty are to prepare for reproduction in the future.</p>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Changing Bodies and Feelings – sensitive content but not optional</li> </ul> <p>The lesson includes a labelling task where children label male and female body parts and link these to changes in puberty. The lesson explores changing emotions in puberty.</p>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Is this Normal? Lesson content is sensitive but not optional</li> </ul> <p>The lesson will revisit what is puberty and address misconceptions about it. The children complete a task where they offer advice about puberty as agony aunts or uncles.</p>



## Appendix 5: Sex education (optional coverage)

**This is not statutory and parents have the right to withdraw children from these lessons.**

<b>Year 4</b>	<ul style="list-style-type: none"><li>• My Changing Body – The statutory Health Education content covered in this lesson is also addressed elsewhere. The lessons is part of our optional Sex Education programme.</li></ul> <p>The lesson explains how mammals (cats) grow babies (kittens) inside the mother’s womb or uterus. Mammal babies are made from 2 seeds; a female egg and a male sperm. The lesson explores what happens when the egg does not meet a sperm – the menstrual cycle.</p>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Is it True? – The lesson explores the idea of truth in an online context. The plenary considers gender, gender expression and gender identity. The plenary is optional content and a parent could request that their child is withdrawn from the plenary.</li><li>• Changing Bodies and Feelings – this lesson teaches the correct words for the male and female external sexual organs. It also gives the opportunity to discuss some of the myths associated with puberty.</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• Making Babies – The statutory Relationships and Health content included in this lesson are covered elsewhere in the programme. This lesson is part of our optional content. The lesson will recap that the purpose of puberty is to prepare the body to reproduce. It explains conception through sexual intercourse. It explores the timeline of conception and pregnancy. It teaches legal facts about sexual intercourse. The lesson identifies other means of reproduction (including reference to same sex couples) including adoption, surrogacy and IVF. The lesson establishes that not every instance of sexual intercourse will result in a baby and talks briefly about contraception.</li><li>• What is HIV?– The lesson talks about illnesses and how they affect the immune system. The lesson then goes to talk about HIV and how it affects the immune system. This lessons links to the non-statutory Science content: pupils should learn how to keep their bodies healthy and how their bodies might be damaged including how some drugs and other substances can be harmful to the human body.</li></ul>