



Relationships & Sex Education Policy

Approved by: Headteacher & SLT

Last reviewed: January 2022

Next review: July 2023

PSHE Curriculum Overview 2022 - 23 (including SMSC)

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1. Aims

The aims of relationships and sex education (RSE) at Gaskell Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies in order to keep them safe

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Gaskell Community Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Governor Advice – The proposed policy and curriculum were shared with the curriculum governing body
3. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
4. Parent/ Governor consultation – parents and any interested parties were invited to attend a meeting about the policy
5. Ratification – once amendments were made, the final policy was shared with all governors and ratified.

4. Definition

As a Community Primary School, we aim to equip our pupils with the requisite skills and knowledge required within a broad and balanced curriculum. Our PSHE / RSE Curriculum has been written in accordance with statutory government guidance and adapted for the needs of our families and local community.

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RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

- Factual information about the reproductive organs (this is non-statutory in Y6)

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships

- Respectful relationships

- Online relationships

- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

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These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE

- Monitoring progress

- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Sarah Barlow, Headteacher through:

Our monitoring and quality assurance overview which include: book looks, learning walks, etc.

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

This policy will be reviewed by Vicky Blakemore (AHT) annually. At every review, the policy will be approved by [the governing board and Sarah Barlow, Headteacher].

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There are 3 main themes to PSHE. They are :

- Health and Wellbeing (POS: H) – Green Boxes
- Relationships (POS: R) –Pink Boxes
- Living in the Wider World (POS: L) – Blue Boxes

PSHE is statutory as from September 2020. SRE is to be taught from Summer Term 2021 (At the latest) . All pupils have to participate in PSHE as it is mandatory. The only exemption is from SRE - elements that ARE NOT taught in science. They only have the right to withdraw children from Sex Education – NOT relationships or Health Education. Parents have the right to request withdrawal from the headteacher- pupils are, however, to be encouraged to participate.

E Safety will be still be taught alongside the computing curriculum and as a focus for assembly

Stonewall will still be taught as a focus for assembly alongside PSHE teaching.

Love rocks will be used in the Summer term in years 5 and 6 to support PSHE teaching. This will be taught alongside the PSHE Objectives.

SMSC (Spiritual, Moral, Social and Cultural Education) is also embedded throughout this curriculum and through the teaching of RE . This includes British Values (Democracy, The Rule of Law, Individual Liberty and Mutual Respect, Tolerance of those with different faiths and beliefs) and the Prevent Duty. These are also integral to our whole school worship assemblies as a cyclical theme.

EYFS

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Personal, social and emotional development is a **prime** area of the Early Years curriculum. This area of children's learning is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

There are 3 main themes:

- Building relationships
- Self regulation
- Managing self

The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

Overview of EYFS objectives:

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Personal, Social and Emotional Development

Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Reception Development Matters 2020 Statements

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

Early Learning Goals

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

PSHE Curriculum Overview 2020

LONG-TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

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YEAR 1 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; (science curriculum) and that parts of bodies covered with underwear are private 	NSPCC – Pants rule – let’s talk pants www.nspcc.org.uk
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	www.stonewall.org.uk www.nspcc.org.uk mental health powerpoints (PSHE Folder – all staff
Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a dailybasis, e.g. brushing teeth and hair, hand washing 	www.e-bug.eu www.highspeedtraining.co.uk

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<p>Spring 2 What can we do with money?</p>	<p>Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13</p>	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	<p>www.natwest.mymoneysense.com</p>
<p>Summer 1 Who helps to keep us safe?</p>	<p>Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>www.redcross.org.uk www.mountain.rescue.org.uk www.manchesterfire.gov.uk</p>
<p>Summer 2 How can we look after each</p>	<p>Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing</p>	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	<p>www.rspca.org.uk www.bornfree.org.uk www.wildlifeaid.org.uk www.wwf.org.uk</p>

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YEAR 2 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	www.childline.org.uk mental health powerpoints (PSHE Folder – all staff)
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	www.childline.org.uk www.bullying.co.uk www.youngminds.org.uk www.kidscape.org.uk
Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 	www.natwest.mymoneysense.com

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YEAR 3 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences 	(www.childline.org.uk
Autumn 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • what to do in an emergency, including calling for help and speaking to the emergency services • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns 	www.kidscape.org.uk www.sja.org.uk (St John's Ambulance) www.nspcc.co.uk pants rule

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<p>Spring 1 What are families like?</p>	<p>Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>www.stonewall.org.uk www.childline.org.uk www.nspcc.org.uk</p>
<p>Spring 2 What makes a community?</p>	<p>Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8</p>	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	
<p>Summer 1 Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	<p>www.kidshealth.org www.colgate.com</p>

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<p>Summer 2</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing</p> <p>Being healthy: keeping active, taking rest</p> <p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	<p>www.sleepforkids.org www.sleepgame.co.uk</p> <p>Goodnight Mr Spy by Emily Reed</p>
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YEAR 4 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	www.thinkyouknow.org.uk www.childline.org.uk www.nspcc.org.uk https://learn.brook.org.uk/ (SRE and Puberty Resources)

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<p>Spring 1</p> <p>How can we manage our feelings?</p>	<p>Health and wellbeing</p> <p>Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H17, H18, H19, H20, H23</p>	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	<p>www.stonewall.org.uk</p> <p>www.childline.org.uk</p> <p>www.nspcc.org.uk</p> <p>Mental health powerpoints (PSHE File)</p> <p>Badger's Parting Gift –Susan Varley</p>
<p>Spring 2</p> <p>How will we grow and change?</p>	<p>Health and wellbeing</p> <p>Growing and changing; puberty</p> <p>PoS refs: H31, H32, H34</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing. • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	<p>www.tampax.co.uk</p>
<p>Summer 1</p> <p>How can our choices make a difference to others and the environment?</p>	<p>Living in the wider world</p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p>	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	<p>www.greenpeace.org</p> <p>www.wwf.org.uk</p> <p>www.fairtrade.org.uk</p>

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<p>Summer</p> <p>2 How can we manage risk in different places?</p>	<p>Health and wellbeing</p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	<p>www.thinkyouknow.org.uk</p> <p>www.childline.org.uk</p> <p>www.nspcc.org.uk</p> <p>www.thinkyouknow.org.uk</p> <p>Mental health power points (PSHE file)</p>
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PSHE Curriculum Overview 2020

YEAR 5 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 	www.stonewall.org.uk
Autumn 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	www.natwest.mymoneysense.com
Spring 1 How can we help in an accident or emergency?	Health and wellbeing Basic first aid, accidents, dealing with Emergencies PoS refs: H43, H44	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	www.kidscape.org.uk www.sja.org.uk (St John's Ambulance)

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<p>Spring 2</p> <p>How can friends communicate safely?</p>	<p>Relationships</p> <p>Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>www.stonewall.org</p> <p>www.nspcc.co.uk</p> <p>https://learn.brook.org.uk/ (SRE and Pubert Resources)</p>
<p>Summer 1</p> <p>How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing</p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have worries or concerns about drugs 	<p>www.drugwise.org.uk</p>
<p>Summer 2</p> <p>What jobs would we like?</p>	<p>Living in the wider world</p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	<p>www.dukeofedinburgh.co.uk</p>

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YEAR 6 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
<p>Autumn 1 & 2</p> <p>How can we keep healthy as we grow?</p>	<p>Health and wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: • how to plan a healthy meal <ol style="list-style-type: none"> 1. how to stay physically active 2. how to maintain good dental health, including oral hygiene, food and drink choices 3. how to benefit from and stay safe in the sun 4. how and why to balance time spent online with other activities 5. how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep 6. how to manage the influence of friends and family on health choices <ul style="list-style-type: none"> • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them . • how to recognise early signs of physical or mental ill health and what to do about this , including whom to speak to in and outside of school • that health problems, including mental health problems, can build up if they are not recognised, managed or if help is not sought early on. • That mental health difficulties can usually be resolved or managed with the right 	<p>www.mind.org.uk</p> <p>www.actionforchildren.org.uk</p> <p>FGM is only to be taught if there is a suspected pupil in school. Please speak to a DSL before delivering this content or if you have any concerns about a child. 0</p>
		<ul style="list-style-type: none"> • That FGM is illegal and goes against human rights: that they should tell someone 	

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immediately if they are worried for themselves or someone else.

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<p>Spring 1 & 2 How can the media influence people?</p>	<p>Living the wider world Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people’s decisions, taking into consideration different viewpoints 	<p>www.ceop.co.uk think you know</p> <p>www.nspcc.co.uk</p>
<p>Summer 1 & 2 What will change as we become more independent?</p>	<p>Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another 	<p>www.stonewall.org.uk</p> <p>https://learn.brook.org.uk/ (SRE and Puberty Resources)</p>

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<p>How do friendships change as we grow?</p>	<p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none">• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime• how puberty relates to growing from childhood to adulthood (Science)• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for• that there are ways to prevent a baby being made²• how growing up and becoming more independent comes with increased opportunities and responsibilities• how friendships may change as they grow and how to manage this• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing	
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Appendix 1a) Overview of Key Objectives for note:

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES / NOTES
Year 1	Autumn 1	Relationships: to use the correct names for the main parts of the body, including external genitalia; (science curriculum) and that parts of bodies covered with underwear are private	This is statutory as it is included within the Y1 Science Curriculum
Year 3	Autumn 1	Relationships: how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support	Childline
Year 3	Autumn 2	Health and Wellbeing: <ul style="list-style-type: none"> • That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) 	www.nspcc.co.uk
Year 3	Spring 1	Relationships: <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	www.stonewall.org.uk www.childline.org.uk www.nspcc.org.uk

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES / NOTES
Year 4	Autumn 2	Relationships: <ul style="list-style-type: none"> • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	
Year 4	Spring 2	Health and Wellbeing: <ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing. (girls only) • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty	This can be opted out of – this is non-statutory
Year 5	Autumn 1	Health and Wellbeing: <ul style="list-style-type: none"> • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) 	This is statutory and cannot be opted out of
Year 5	Spring 2	Relationships: <ul style="list-style-type: none"> • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	This is statutory and cannot be opted out of

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES / NOTES
Year 6	Autumn 1 & 2	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • That FGM is illegal and goes against human rights: that they should tell someone immediately if they are worried for themselves or someone else. 	This will only be taught if there is a need
Year 6	Summer 1 & 2	<p>Relationships:</p> <ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another 	
Year 6	Summer 1 & 2	<p>How do friendships change as we grow?</p> <ul style="list-style-type: none"> • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood (Science) – statutory • about the reproductive organs – Can be opted out • How babies are conceived and born - – Can be opted out 	

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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>

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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

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Appendix 3: Parent form: withdrawal from sex education within RSE

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			