Personal, Social, Health and Economic Education (PSHE) policy Including Relationships, Sex and Health Education (RSHE)

Last Review Date: October 2024
Next Review Date: October 2026

Aims

At Washingborough Academy, personal, social, health and economic (PSHE) education is built into our Values Based Curriculum. We believe that all children should have an education that shapes them as a person holistically. This should include the values that they hold, as well as how they take care of themselves and stay safe. Throughout our school curriculum, we promote children's physical and mental wellbeing as this underpins all of their learning and allows them to realise their potential.

This PSHE policy also outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (PSHE) and Health Education guidance 2019 and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for children receiving primary education.

PSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. It will be taught in an age-appropriate manner.

What we teach

Washingborough Academy is committed to supporting all children to grow up happy, healthy, and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through PSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at secondary school. The content of the PSHE curriculum which we deliver has been developed in line with our Values curriculum, through looking at the needs of our children and the local area, and through consultation with parents and stakeholders.

Following consultation with parents, our PSHE curriculum includes:

- Communication with home about the children's learning – as well as a termly newsletter, the children stick a sticker in their reading log to inform parents what they have learned in PSHE that week, to promote discussion at home
- Understanding of the menopause included in the curriculum for Year Five and Six
- A focus on e-safety

Following consultation with children, our PSHE curriculum includes:

- A focus on economy, careers, and money
- Strategies to support feelings of worry, anxiety, and anger

- Learning about other people – their feelings and cultures

Our key aim in providing PSHE is to safeguard our pupils. One of the ways we respond to the needs of our pupils and community is by tailoring our teaching to issues that have arisen. In 2023-2024, staff recorded safeguarding concerns on 'My Concern' and these have indicated the following as areas of focus for the school:

- Welfare
- Attendance
- Operation Encompass Reports
- Wellbeing

This information has allowed for responsive teaching and intervention in these areas.

Sex Education for primary age pupils is not compulsory. However, at Washingborough Academy an age-appropriate sex education programme is designed and implemented. The policy will be outlined and shared with the relevant stakeholders and parents.

For details of the PSHE and RSE curriculum, please refer to the progression map for PSHE attached. This shows what we teach in each Key Stage.

Key Objectives

The statutory guidance says that the subject of Health Education includes the ability to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values, and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

Legal Framework

Updated guidance:
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Duty to promote wellbeing (Children Act 2004)
http://www.legislation.gov.uk/ukpga/2004/31/contents

Values

Since 2010 Values Education has been intrinsic to our teaching and learning at Washingborough Academy, enabling children to make a positive contribution to the development of a fair, just and civil society, as well as understand their own personal development.

As a whole school community, we believe that the ethos of the school should be built on a foundation of Values. The Values we focus on are:

- Quality
- Respect
- Thoughtfulness
- Peace
- Happiness
- Love
- Patience
- Simplicity
- Caring
- Tolerance
- Hope
- Cooperation
- Friendship
- Courage
- Trust
- Appreciation
- Understanding
- Honesty
- Humility
- Unity
- Responsibility
- Freedom

These are addressed on a rolling 2-year curriculum, with approximately three weeks focused on each Value. The Values are taught directly through whole school

assemblies, at times through lessons and circle times, but also permeate the whole curriculum. Our Values are the basis for the social, intellectual, emotional, spiritual, and moral development of the whole child. We encourage children to consider these Values and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated, and civil adults.

The PSHE Curriculum

PSHE will be taught in each year group throughout the Academy. The curriculum we deliver is age-appropriate and build on children's knowledge and understanding each year. PSHE will be delivered, and parents/carers will be informed of what will be covered annually.

The curriculum is delivered through the following three topics:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The following aspects and concepts will be covered within the PSHE guidance published in June 2019:

- Mental wellbeing
- Physical health & fitness
- Sexual education
- Being safe
- Changing adolescent body
- Health & prevention
- Basic first aid
- Internet safety & harms
- Drugs, alcohol & tobacco
- Healthy eating
- Respectful relationships
- Families and people who care for me
- Online relationships
- Caring friendships

How we teach it

PSHE is not only taught within specific PSHE lessons, but also within Science, RE and Values lessons, use of values, assemblies, events, and circle time. At Washingborough Academy, we also understand that a lot of PSHE learning comes through the children having chances to form meaningful relationships and build their self-esteem and identity. Therefore, we promote opportunities for the children to develop this, through their playtimes and lesson times. All staff are aware of this and use a flexible approach to teaching to allow them to respond to these situations.

Each year, the school funds a trip for each key stage to a place of religious worship to support the children's social and cultural development.

Early Help Strategies

We understand that there are times when the use of Early Help strategies is appropriate. Early Help provides support when need is identified at any point in a child's life. It is not a specific service but a collaborative approach, which is used to improve the quality of a child's home and family life, enable them to perform better at school and support their mental health. Internal Early Help strategies are broad and include class activities, 1:1 time with an LSA or teacher, counselling services, provisions for supporting with parents, but application is dependent on a child's specific needs.

Teaching and Learning

The personal beliefs and attitudes of teachers will not influence the teaching of PSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to the PSHE curriculum will work to the agreed values within this policy.

Within PSHE pupils will develop confidence in talking, listening, and thinking about relationships, keeping safe, health, puberty, and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g., a question (ballot style) box.

Ground Rules

The PSHE Ground Rules have been developed based on consultation with staff, pupils, and parents. They are displayed and discussed in every lesson and are as follows:

- We show our school values.
- We listen to others and take it in turns to talk.
- We are kind to others and respect their opinions and ideas.
- We can trust the other people in our class.
- We are sensible and use language appropriate for the classroom.
- We use the phrase 'Someone I know…' and don't ask personal questions.
- It is our choice to join in the discussion.
- We can use the question box if we don't want to say our question out loud.

Equality, Inclusion and Support

Relationships and PSHE should be delivered in line with the Equalities Act 2010 and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristic. In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation).

At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic. PSHE will be accessible to all regardless of their gender or background. Through the delivery of PSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of PSHE. We aim to deliver PSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community, and teaches tolerance.

Parents and carers are key partners in PSHE and are best placed to support their children to understand how their learning at the Academy fits with their family's faith, beliefs, and values. To support this process, we will ensure that parents are made aware of what will be taught and when. We will use a range of materials and resources that reflect the diversity of the Academy population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within PSHE. All children, whatever their identity, developing identity, or family background need to feel that PSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the Academy community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met. This will be discussed with parents/carers and based upon the individual needs of the pupil, prior to delivery.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with PSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in PSHE

It is important that all pupils feel safe and able to participate in PSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session. As with any topic, pupils will be encouraged to ask questions during PSHE to further their understanding.

Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. When pupils can write independently, pupils may be introduced to the 'question box,' into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents.

All staff will be mindful of their safeguarding role and will follow the relevant Academy procedures if a question raises concerns of this nature. Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher does not know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.
- Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

External speakers

External speakers may be used to enhance the delivery of PSHE. All external speakers deliver in line with our PSHE policy and safeguarding procedures. They:

- are suitably qualified to deliver PSHE sessions.
- are aware of the school policies on PSHE, Values and Safeguarding and work within these.
- are always supervised by a member of staff when on school premises.

- are familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns.
- understand the contribution they make to the broader PSHE programme.
- be suitably vetted prior to being booked.

Staff Training

All staff delivering PSHE will take part in training and be familiar with this policy. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in the Academy, team-teaching, observations, or attendance at an internal or external training event.

Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include marked books; self-assessment and peer assessment, notes written by the teacher, photos, and film clips.

The Role of Parents

PSHE is a partnership between the Academy and parents/carers. We recognise that in PSHE, parents and carers play a core role, and we therefore welcome their engagement with our programme. It is important that PSHE delivered within the Academy is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our Academy through mutual understanding, trust, and co-operation.

In promoting this objective, we:

- Inform parents routinely about the Academy's PSHE policy and practice (prospectus/letters/emails/ website)
- The curriculum content and organisation are shared and explained.
- Answer any questions that parents may have about the PSHE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE in the Academy
- Conduct consultation on an annual basis about any needs in relation to our PSHE programme and policy. Any parents wanting more information about our PSHE curriculum can contact the Academy directly through enquiries@washac.org

Right to withdraw from Sex Education

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). These are stated in the progression document as:

- 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 made

Any parent wishing to exercise this right should initially contact the Head teacher to discuss the matter. If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil. There is no right to withdraw from Relationships Education or Health Education.

The Role of Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity, using the Academy values.

Resources

As with any other subject, the breadth of the PSHE curriculum necessitates the use of a wide variety of age-appropriate resources. Teachers select resources that support the learning outcomes for the year group they are teaching. Parents are invited annually to review these resources, along with the policy, and familiarise themselves with anything which is used. If you would like to see these at other times of the year, please speak to your child's teacher. If you would like to discuss any of the resources in more detail, please contact the PSHE leader through enquiries@washac.org

Confidentiality, Safeguarding and Child Protection

Everyone involved in PSHE will be clear about the boundaries of their legal and professional roles.
and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.
Teachers will be aware that effective PSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue.

Everyone involved in PSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the Safeguarding Policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Menstrual Wellbeing

Some pupils will begin menstruation whilst in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in the toilet in the Key Stage Two corridors.
- Pupils can access sanitary products when needed.
- When a pupil starts menstruating in the Academy, we will support them on-site and inform parents.

Our PSHE programme covers basic information about menstruation in Year 4 to all pupils, with more detailed input in Years 5 and 6. If your child has difficulties managing this, please contact their class teacher.

Complaints Concerns/ Complaints

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available on the Academy website.

Roles and responsibilities

- **The Governing Body**

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

- **The Headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school and that parents and staff are informed and implement the PSHE policy.

- **Monitoring Arrangements**

The delivery of PSHE and RSE is monitored by the PSHE leader through:

- Learning walks
- Planning and work scrutinies
- Pupil Interviews
- Consultation with parents

Links to other Policies

It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:

- Anti-bullying
- Safeguarding
- Curriculum
- Equality
- Health and Safety

- SMSC
- Values

This policy will be reviewed by the PSHE leader annually. At every review, the policy will be approved by the governing body.

Subject: PSHE				
At Washingborough Academy, our twenty-two core values underpin everything that we do both inside and outside the classroom, and within the community. Many aspects of PSHE are covered within this work. The PSHE progression should be used in conjunction with the Values progression and Assembly Rota.				
Objectives	**Milestone 1**	**Milestone 2**	**Milestone 3**	**Milestone 4**
Year Groups	**FS2**	**Y1 – Y2**	**Y3 – Y4**	**Y5 – Y6**
Health and Wellbeing	Personal, social, and emotional development - Self-Regulation Early Learning Goal • 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 teachers says, responding appropriately. Personal, social, and emotional development - Managing Self Early Learning Goal • 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. Expressive arts and design - Being imaginative and Expressive. Early Learning Goal • Invent, adapt, and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs.	What helps us stay healthy? • What being healthy means and who helps them to stay healthy (e.g., parent, dentist, doctor) • Those 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 daily basis, e.g., brushing teeth and hair, hand washing Who helps to keep us safe? • 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 do not 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 What helps us to stay safe? • How rules and restrictions help them to keep safe (e.g., basic road, fire, cycle,	What keeps us safe? • 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) • What an 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) • How to react and respond if there is an accident and how to deal with minor injuries e.g., scratches, grazes, burns • What to do in an emergency, including calling for help and speaking to the emergency services Why should we eat well and look after our teeth? • 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	What makes up our identity? *To be taught in conjunction with 'Stand up to Racism' materials.* • 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) • Understand 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 How can we help in an accident or emergency? *Y5 to complete First Aid training from St. John's Ambulance* • How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • Know 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. How can drugs common to everyday life affect health?

	• Perform songs, rhymes, poems, and stories with others, and – when appropriate try to move in time with music. <u>Understanding the world – People Culture and Communities</u> <u>Early Learning Goal</u> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. •	water safety; in relation to medicines/ household products and online) • How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them. • How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • How not everything they see online is true or trustworthy and that people can pretend to be someone they are not. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. <u>What helps us grow and stay healthy?</u> • That different things help their bodies to be healthy, including food and drink, physical activity, sleep, and rest. • That eating and drinking too much sugar can affect their health, including dental health. • How to be physically active and how much rest and sleep they should have every day. • That there are different ways to learn and play; how to know when to take a break from screen-time. • How sunshine helps bodies to grow and how to keep safe and well in the sun <u>How do we recognise our feelings?</u> • How to recognise, name and describe a range of feelings • What helps them to feel good, or better if not feeling good? • How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • How feelings can affect people in their bodies and their behaviour	• 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. <u>What strengths, skills and interests do we have?</u> • 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 setbacks, learn from mistakes and reframe unhelpful thinking <u>Why should we keep active and sleep well?</u> • What a 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. <u>How can we manage our feelings?</u> • 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.	*To be taught in conjunction with Y6 'DARE' materials.* • How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine, and medicines) can affect health and wellbeing. • Know 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 • That 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 any worries or concerns about drugs. <u>How can we keep healthy as we grow?</u> *To be taught in conjunction with Y6 'DARE' materials.* • How mental and physical health are linked. • What 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 ➢ how to stay physically active ➢ how to maintain good dental health, including oral hygiene, food, and drink choices ➢ how to benefit from and stay safe in the sun ➢ how and why to balance time spent online with other activities. ➢ how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep ➢ how to manage the influence of friends and family on health choices

		• Ways to manage big feelings and the importance of sharing their feelings with someone they trust. • How to recognise when they might need help with feelings and how to ask for help when they need it	• 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 <u>How will we grow and change?</u> • About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections, and wet dreams. • 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 <u>How can we manage risk in different places?</u> • 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 • Know 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	• Those 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 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 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 anyone can experience mental ill-health and to discuss concerns with a trusted adult • That mental health difficulties can usually be resolved or managed with the right strategies and support. • That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else
Relationships	<u>Personal, social, and emotional development – Building Relationships</u> <u>Early Learning Goal</u>	<u>What is the same and different about us?</u> • What they like/dislike and are good at • What makes them special and how does everyone have different strengths?	<u>How can we be good friends?</u> • How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.	<u>How can friends communicate safely?</u> *To be taught in conjunction with Y6 'DARE' materials.*

	• 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. <u>Understanding the world – People Culture and Communities</u> <u>Early Learning Goal</u> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <u>Understanding the word -Past and Present</u> <u>Early Learning Goal</u> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Personal, social, and emotional development – Building Relationships</u> <u>Early Learning Goal</u> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers.	• 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; and that parts of bodies covered with underwear are private. <u>Who is special to us?</u> • 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 <u>What makes a good friend?</u> • 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 <u>What is bullying?</u> • 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	• 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. • That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences. • How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support <u>What are families like?</u> • How families differ from each other (including that not every family has the same family structure, e.g., single parents, same sex parents, stepparents, blended families, foster and adoptive parents) • 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 <u>How do we treat each other with respect?</u> *To be taught in conjunction with 'Stand up to Racism' materials.* • 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)	• 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 are 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 <u>What will change as we become more independent? How do friendships change as we grow?</u> *To be taught in conjunction with Y6 'DARE' materials.* • 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. • 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, and what the menopause is • 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 made • How growing up and becoming more independent comes with increased opportunities and responsibilities.

	• Show sensitivity to their own and to others' needs	• 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	• 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.	• 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
Living in the Wider World	<u>Understanding the world – People Culture and Communities</u> <u>Early Learning Goal</u> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <u>Understanding the word -Past and Present</u> <u>Early Learning Goal</u> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Understanding the world – The Natural World</u>	<u>What can we do with money?</u> • 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 <u>How can we look after each other and the world?</u> • 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 <u>What jobs do people do?</u> • How jobs help people earn money to pay for things they need and want	<u>What makes a community?</u> *To be taught in conjunction with 'Stand up to Racism' materials.* • 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 <u>How can our choices make a difference to others and the environment?</u> • 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	<u>What decisions can people make with money?</u> • 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. <u>What jobs would we like?</u> • That there are a broad range of different jobs and people often have more than one during their careers and over their lifetime • That 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 to enter 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 can 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

	<u>Early Learning Goal</u> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	• 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		<u>How can the media influence people?</u> *To be taught in conjunction with Y6 'DARE' materials.* • How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings, and actions. • That not everything should be shared online or on 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. • How text and images can be manipulated or invented; strategies to recognise this • 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