



Borrow Wood Primary School

Relationships and Sex Education Policy

Date Approved by Governing Body: July 2022

Date: Updated September 2024

Date to be reviewed: September 2026

Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued from September 2020. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

From September 2020, Relationships and Health Education is compulsory for all pupils in state schools.

Effective Relationship and Sex Education will help and support young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in appendix 2 of this policy.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by offering the opportunity to view resources, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents will be informed by letter or email about the content of the Relationships and Sex Education taught in the relevant year groups. Parents will be invited to discuss the content with the class teacher. In addition, parents will be consulted in this policy and are encouraged to provide their views at any time.

Curriculum Content

All pupils must be taught the aspects of sex education outlined in the primary science curriculum (see Appendix 1) – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. Schools are free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, children in Year 6 follow the PSHE Matters 'Growing Up' scheme of work in the summer term. Prior to these lessons, parents are given the opportunity to view the resources for this unit. In line with our school's safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

Why is Relationships and Sex Education (RSE) important? (Guidance from the PSHE Association)

- Our ability to make, maintain and perhaps even end healthy, positive and productive relationships is part of what makes us human and is fundamental to a caring and supportive society.
- Our children learn by looking at and listening to all the messages they experience. They are constantly trying to make sense of the world around them.
- In our society, children are confronted with sexual images in advertising and stories and messages about celebrity lifestyles and relationships in the media. Pornography is readily available on the internet. How many parents have found themselves saying, 'I can't believe my child asked/knew/thought that!'
- Using their natural curiosity combined with wonderful 'child logic', our young children often put together their own complex ideas about where babies come from. This understanding can be a mixture of correct, almost correct and completely incorrect ideas.

- Many children will also enter puberty whilst still at primary school and without suitable preparation from parents at home. This can be a confusing, embarrassing and even distressing time.

What is the purpose of RSE in primary schools?

- A planned, progressive programme of RSE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.
- RSE teaches the skills children need to develop positive healthy relationships. It supports their moral development, helping them to understand themselves and to respect and care for others.

Overview of Relationships Education content

The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

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

See table below for the content laid out in the DfE Guidance. These objectives are taught using the PSHE Matters scheme. The long term plan can be viewed in Appendix 2.

Families	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
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Caring Relationships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
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Respectful Relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online Relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Overview of the Sex Education content
(from the PSHE Matters scheme of work and the primary science curriculum)

Year 2

- The process of growing from young to old.
- Exploring growing and changing and becoming independent.
- The correct names for the main parts of the body (including external genitalia).
- Identifying people who they can ask for help and think about how they might do that.
- Identifying ways of keeping safe and knowing that they do not keep secrets.
- About privacy in different contexts.
- About respecting the needs of ourselves and other people.
- Identifying similarities and difference.
- What physical contact is acceptable.
- That everybody is unique.

Year 3/4

- That images in the media do not always reflect reality.
- Celebrate our strengths/qualities.
- The right to protect our bodies.
- About similarities and differences between people, but understand everyone is equal.
- About the difference between acceptable and unacceptable physical contact.
- Recognise and challenge stereotypes.

Year 5

- Describe the changes as humans develop to old age. (Science)
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

Year 6

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age. Recap key facts about puberty.
- Exploring how images in the media and online do not always reflect reality.
- Identify the intensity of feelings.
- Recognising conflicting feelings.
- That simple hygiene routine can prevent the spread of bacteria.
- Identify pressures and influences.
- Understanding changes that happen at puberty.
- Understanding what puberty and human reproduction is.
- Identifying qualities of a healthy relationship.
- About committed loving relationships.
- About differences and similarities between people, but understand everyone is equal.
- Debate topical issues.

Delivery

Relationships and Sex Education is taught within the Personal, Social, Health Education (PSHE) curriculum and the science curriculum. Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school e.g. about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Teachers will:

- Deliver high-quality and age-appropriate relationships and sex education in line with school and statutory requirements.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the relationships and health education lead if necessary.
- Opportunities to ask questions openly and in private e.g. post it notes/question boxes will be provided.
- Clear ground rules will be established and set out for each session.
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.

- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

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

The curriculum will be 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 a mum and a dad, blended families (step/half siblings) 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).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which set out expectations of pupils.

Parents' right to withdraw

Parents **do not have the right to** withdraw their children from relationships education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum (see appendix 3 for objectives taught). The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same gender.

Parents **do have the right to** withdraw their children from sex education beyond the science curriculum and the relationships curriculum.

Monitoring and review

This policy will be reviewed on an annual basis by the relationships and health education subject lead, Headteacher and governors. The next scheduled review date for this policy is **September 2025**.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils by the school newsletter and website.

Date policy approved: July 2022

Date of next review: September 2026

Appendix 1: Links to the science curriculum

Y1 :

Statutory requirements

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Y2:

Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Notes and guidance (non-statutory)

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Y3,4 – no links

Y5:

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Appendix 2:
PSHE Long Term Plan
Borrow Wood Primary School

CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	<p style="text-align: center;">PSE Development throughout FS1:</p> <p style="text-align: center;"><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Be increasingly able to talk about and manage their emotions. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways “I’m sad because…” or “I love it when…” • Begin to show effortful control e.g. waiting for a turn and resisting the impulse to grab what they want or push their way to the front. <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. <p style="text-align: center;"><u>Managing Self:</u></p> <ul style="list-style-type: none"> • Learn to use the toilet with help and then independently. <ul style="list-style-type: none"> • Grow in independence, rejecting help “me do it”. • Follow rules and understand why they are important. • Independent in meeting own needs, washing hands, toileting. <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people. • Become independent when getting dressed / undressed. <ul style="list-style-type: none"> • Dry during the day. • Meet own needs, washing hands etc. <ul style="list-style-type: none"> • Make healthy choices. • Show resilience and perseverance. • Manage their own personal hygiene. • Know and talk about being healthy: exercise, eating, tooth brushing, sensible amounts of screen time, sleep, road safety. <ul style="list-style-type: none"> • Skills to manage the school day: lining up, queuing, mealtimes, personal hygiene. <p style="text-align: center;"><u>Building Relationships:</u></p> <ul style="list-style-type: none"> • Notices and asks questions about differences, such as skin colour, hair, gender, special needs, religion etc. <ul style="list-style-type: none"> • Develop friendships with other children. • Around 3, can they sometimes share, take turns with adult guidance. <ul style="list-style-type: none"> • Take part in pretend play. • Play with one or more children, extending and elaborating play ideas. <ul style="list-style-type: none"> • Build constructive and respectful relationships. 					
FS2	<p style="text-align: center;">PSE Development throughout FS2:</p> <p style="text-align: center;"><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • 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 focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. 					

	<p style="text-align: center;"><u>Managing Self:</u></p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> 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 health food choices. <p style="text-align: center;"><u>Building Relationships:</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. <ul style="list-style-type: none"> Show sensitivity to their own and to others' needs. 					
Yr 1/2	<p>Changes</p> <p>H5 - Exploring what change means. H5 - Exploring loss and change and the associated feelings. H8 - Exploring the changes of growing from young to old. H9 - Managing change positively. H13 - Identifying strategies and where to go for help.</p>	<p>Being Safe</p> <p>H11 - Identifying household products are hazards if not used properly. H12 - Exploring rules for and ways of keeping safe in a range of situations. H13 - Knowing who to go to if they are worried. H14, H15 - Recognising that they share a responsibility for keeping themselves and others safe. H16 - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy. L2 - Understanding why rules are important in keeping us safe. L10 - Identifying people who work in the community and how to ask for help.</p>	<p>Being Me</p> <p>L4 - Recognise they belong to different groups and communities such as family and school. L8 - Explore ways in which they are all unique. L9 - Identify ways in which we are the same as all other people; what we have in common with everyone else. R7 - Offer constructive support to others. R9 - Identify what makes them special.</p>	<p>Drug Education</p> <p>H1 - Exploring the importance of physical, mental and emotional health. H2 - Exploring how to make informed choices. H11 - Understanding the role of drugs as medicines. H11 - Identifying alternatives to taking medicines. H11 - Identifying that household products, including medicines, can be harmful if not used properly. H12 - Identifying rules for and ways of keeping safe. H15 - Recognising they have a shared responsibility for keeping themselves and others safe.</p> <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p><u>Science linked to PSHE:</u> Science: Notice that animals, including humans have offspring which grow into adults.</p>	<p>Money Matters</p> <p>L6 - Recognising what money looks like. L6 - Identifying how money is obtained. L6 - Understanding the ways money can be used. L7 - Understanding how to keep money safe and what influences choices.</p>	<p>Y1: Relationships</p> <p>R2 - Recognising our behaviour can affect others R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong. R6 - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). R7 - Offering constructive support and feedback to others. R9 - Identifying their special people (family, friends, carers) and how they should care for each other.</p> <hr/> <p>Y2: Growing Up</p> <p>H8 - The process of growing from young to old. H9 - Exploring growing and changing and becoming independent. H10 - The correct names for the main parts of the body (including external genitalia). H13 - Identifying people who they can ask for help and think about how they might do that. H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets. H16 - About privacy in different contexts. H16 - About respecting the needs of ourselves and other people. R8 - Identifying similarities and difference. R10 - What physical contact is acceptable. L8 - That everybody is unique.</p> <p><u>Science linked to PSHE:</u> Identify and name the basic parts of the human body (including external genitalia).</p>

Yr 3/4	<p>Changes</p> <p>H6 - Understanding good and not so good feelings including their range and intensity.</p> <p>H7 - Developing an understanding that change can cause conflicting emotions.</p> <p>H7 - Acknowledging, exploring and identifying how to manage change positively.</p> <p>H8 - Exploring changes.</p> <p>H14 - Knowing where to go for help and how to ask for help.</p>	<p>Being Safe</p> <p>H2 - Understanding how to make informed choices.</p> <p>H10 - Exploring how to recognise, predict and assess risks in different situations.</p> <p>H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.</p> <p>H15 - Understanding how rules can keep them safe.</p> <p>H15 - Identifying where and how to get help.</p> <p>H21 - Developing strategies for keeping physically and emotionally safe in different situations.</p> <p>H22 - Understanding the importance of protecting information particularly online.</p> <p>H23, H24, H25 - Understanding how to become digitally responsible.</p>	<p>Being Me</p> <p>L7 - Exploring different kinds of responsibilities at school and in the community.</p> <p>L9 - Identifying what being part of a community means.</p> <p>L11 - Appreciate the range of Identities in the UK.</p> <p>R10 - Listen and respond respectfully.</p> <p>R13 - Identifying that differences and similarities between people arise from a number of factors.</p>	<p>Drug Education</p> <p>H2 - Recognising how to make informed choices.</p> <p>H9 - Understanding that people have different attitudes to risk.</p> <p>H10, H11 - Recognising, predicting and assessing risks in different situations.</p> <p>H14 - Where to get help and how to ask for help.</p> <p>H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused.</p> <p>H21, H23 - Learning rules about staying safe.</p> <p>The facts and science relating to allergies, immunization and vaccination.</p>	<p>Money Matters</p> <p>L10 - Identify the role of voluntary and charity groups.</p> <p>L12 - Understanding different values and customs.</p> <p>L13 - Exploring how to manage money.</p> <p>L13 - Explaining the importance of money in people's lives and how money is obtained.</p> <p>L14 - Understanding the concepts of interest, loan, debt and tax.</p> <p>L16 - Understanding enterprise and begin to develop enterprise skills.</p>	<p>Growing Up</p> <p>H4 - That images in the media do not always reflect reality.</p> <p>H5 - Celebrate our strengths/qualities.</p> <p>H8 - About the kind of changes that happen in life and the associated feelings.</p> <p>H12 - That simple hygiene routine can prevent the spread of bacteria.</p> <p>H18 - About the changes that happen as they grow up.</p> <p>H20 - The right to protect our bodies.</p> <p>R4 - About differences and similarities between people, but understand everyone is equal.</p> <p>R8 - About the difference between acceptable and unacceptable physical contact.</p> <p>R13 - Knowing the names of the body parts.</p> <p>R16 - Recognise and challenge stereotypes.</p>
Yr 5	<p>Exploring Emotions</p> <p>R1 - Recognising a wider range of feelings in others and how to respond appropriately.</p> <p>R7 - Recognising that their actions can affect themselves and others.</p> <p>R12 - Developing strategies to resolve disputes.</p> <p>H6 - Deepening their understanding of good and not so good feelings.</p> <p>H6 - Extending emotional vocabulary.</p> <p>H6 - Exploring the intensity and range of feelings.</p> <p>H7 - Recognising when they experience conflicting emotions and how to manage these.</p> <p><u>Science linked to PSHE:</u> Science: Describe the changes as humans develop to old age. PSHE Link: Introduction - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes.</p>	<p>Bullying Matters</p> <p>R7 - Understanding that their actions affect themselves and others.</p> <p>R12 - Developing strategies for getting support for themselves or for others at risk.</p> <p>R13 - Identifying that differences and similarities arise from a number of factors.</p> <p>R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p> <p>R18 - Knowing how to recognise bullying and abuse in all its forms.</p>	<p>Being Healthy</p> <p>H1 - Exploring what affects their physical, mental and emotional health.</p> <p>H2 - Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>H3 - Exploring how we make choices about the food we eat.</p> <p>H3 - Identifying how to make informed choices.</p> <p>H3 - Developing skills to make their own choices.</p> <p>H4 - Recognising how images in the media do not always reflect reality.</p> <p>H5 - Setting simple but challenging goals.</p> <p>H16 - Exploring what is meant by the term habit and why habits can be hard to change.</p> <p><u>Science linked to PSHE:</u> Science: Describe the changes as humans develop to old age. PSHE Link: Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. PSHE Link: About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Being Responsible</p> <p>L1 - Research, discuss and debate topical issues.</p> <p>L2 - Identify why rules are needed in different situations.</p> <p>L3, L4 - Understanding that there are human rights to protect everyone.</p> <p>L5 - To understand there are some cultural practices against British law.</p> <p>L7 - Explore rights and responsibilities at home, school, community and the environment.</p> <p>L7 - Develop skills to carry out responsibilities.</p> <p>L8 - Explore others' points of view.</p> <p>L9 - Explore what being part of a community means and how they belong.</p> <p><u>Science linked to PSHE:</u> Science: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p>	<p>Relationships</p> <p>R2 - Recognising what a healthy relationship is</p> <p>R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R4 - Recognising different types of relationships including those between acquaintances, friends, relatives and families.</p> <p>R5, R6 - Understanding the true meaning behind civil partnerships and marriage.</p> <p>R12 - Resolving conflicts.</p> <p>R20 - Recognising that forcing anyone to marry is a crime.</p> <p>R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.</p>	<p>Difference and Diversity</p> <p>R10 - Identifying how to listen and respond respectfully to a wide range of people.</p> <p>R13 - Recognising the factors that make people the same or different.</p> <p>R14 - Recognising the nature and consequences of discrimination.</p> <p>R16 - Recognising and challenging stereotypes</p> <p>R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.</p>
Yr 6	<p>Being Me</p> <p>L7 - Exploring different kinds of responsibilities at school and in the community.</p> <p>L9 - Identifying what being part of a community means.</p> <p>R13 - Identifying that differences and similarities between people arise from a number of factors.</p>	<p>Being Safe</p> <p>H2 - Understanding how to make informed choices</p> <p>H10 - Exploring how to recognise, predict and assess risks in different situations.</p> <p>H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.</p> <p>H15 - Explaining how rules can keep them safe.</p> <p>H15 - Identifying where and how to get help.</p> <p>H16 - Understanding the term 'habit.'</p> <p>H21 - Developing strategies for keeping physically and emotionally safe in different situations.</p> <p>H22 - Understanding the importance of protecting information particularly online.</p> <p>H23, H24, H25 - Understanding how to become digitally responsible.</p>	<p>Money Matters</p> <p>L13 - Understand how finance plays an important part in people's lives.</p> <p>L13 - Understanding about being a critical consumer.</p> <p>L14 - Developing an understanding of the concepts of interest, loan, debt and tax.</p> <p>L15 - Identifying how resources are allocated and the effects on individuals, communities and the environment.</p> <p>L16 - Developing enterprise skills.</p> <p>L18 - Critiquing how social media presents information.</p> <p>R15 - Recognising and managing dares.</p>	<p>Drug Education</p> <p>H2 - Knowing how to make informed choices.</p> <p>H10, H17 - Identifying a range of drugs/substance and assessing some of the risks/effects.</p> <p>H13 - Identifying influences and when an influence becomes a pressure.</p> <p>H14 - Developing skills of how to ask for help.</p> <p>H15 - Identify basic emergency procedures.</p> <p>H16 - Understanding the term 'habit' and why habits can be hard to change.</p>	<p>Growing Up</p> <p>H4 - Exploring how images in the media and online do not always reflect reality.</p> <p>H6 - Identify the intensity of feelings.</p> <p>H7 - Recognising conflicting feelings.</p> <p>H12 - That simple hygiene routine can prevent the spread of bacteria.</p> <p>H13 - Identify pressures and influences.</p> <p>H18 - Understanding changes that happen at puberty.</p> <p>H19 - Understanding what puberty and human reproduction is.</p> <p>R2 - Identifying qualities of a healthy relationship</p> <p>R5 - About committed loving relationships.</p> <p>R13 - About differences and similarities between people, but understand everyone is equal.</p> <p>L1 - Debate topical issues.</p> <p><u>Science linked to PSHE:</u></p>	<p>Changes</p> <p>H6 - Explaining intensity of feelings.</p> <p>H6 - Exploring and managing the difficult emotions.</p> <p>H7 - Acknowledging and managing change positively.</p> <p>H8 - Managing transition to secondary school.</p> <p>H8 - Exploring and managing loss, separation, divorce and bereavement.</p> <p>H14 - Practising asking for help and knowing where to go for help.</p>

					Science: Describe the life process of reproduction in some plants and animals. Science: Describe the changes as humans develop to old age PSHE Link: Recap key facts about puberty.	
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Objectives from the Relationships and Health Education guidance to be taught within computing:

- How information and data is shared and used online.
- That for most people the internet is an integral part of life and has many benefits.

Objectives from the Relationships and Health Education guidance to be covered in assemblies:

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Objectives from the Relationships and Health Education guidance to be taught by an external provider:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

CYCLE B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	<p style="text-align: center;">PSE Development throughout FS1:</p> <p style="text-align: center;"><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Be increasingly able to talk about and manage their emotions. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways “I’m sad because...” or “I love it when...” • Begin to show effortful control e.g. waiting for a turn and resisting the impulse to grab what they want or push their way to the front. <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. <p style="text-align: center;"><u>Managing Self:</u></p> <ul style="list-style-type: none"> • Learn to use the toilet with help and then independently. <ul style="list-style-type: none"> • Grow in independence, rejecting help “me do it”. • Follow rules and understand why they are important. • Independent in meeting own needs, washing hands, toileting. <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people. • Become independent when getting dressed / undressed. <ul style="list-style-type: none"> • Dry during the day. • Meet own needs, washing hands etc. <ul style="list-style-type: none"> • Make healthy choices. • Show resilience and perseverance. • Manage their own personal hygiene. • Know and talk about being healthy: exercise, eating, tooth brushing, sensible amounts of screen time, sleep, road safety. <ul style="list-style-type: none"> • Skills to manage the school day: lining up, queuing, mealtimes, personal hygiene. <p style="text-align: center;"><u>Building Relationships:</u></p> <ul style="list-style-type: none"> • Notices and asks questions about differences, such as skin colour, hair, gender, special needs, religion etc. <ul style="list-style-type: none"> • Develop friendships with other children. • Around 3, can they sometimes share, take turns with adult guidance. <ul style="list-style-type: none"> • Take part in pretend play. • Play with one or more children, extending and elaborating play ideas. <ul style="list-style-type: none"> • Build constructive and respectful relationships. <p style="text-align: center;">PSE Development throughout FS2:</p> <p style="text-align: center;"><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • 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 focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. <p style="text-align: center;"><u>Managing Self:</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of health food choices. 					
FS2						

	<u>Building Relationships:</u> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. <ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. 					
Yr 1/2	Exploring Emotions R1 - Recognising a range of feelings in ourselves and other people. R1 - Recognising how others show feelings and how to respond. R2 - Recognising that their behaviour can affect others. H1 - Communicating feelings to others. H4 - Developing simple strategies for managing feelings. H4 - Using words to describe a range of feelings.	Bullying Matters R2 - Recognising their behaviour can affect others. R6 - Listening to others and working cooperatively. R11 - Identifying that people's bodies can be hurt. R12 - Recognising when people are being unkind to them or others, who to tell and what to say. R13 - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. R14 - Identifying strategies to resist teasing/ bullying if experienced or witnessed.	Difference and Diversity L4 - Understanding that they belong to different groups. L8 - Identifying ways in which they are unique. R5 - Sharing opinions on things that matter using discussions. R8 - Identifying and respecting the differences and similarities between people.	Being Healthy H1 - Exploring what a healthy lifestyle means. H1 - Identifying the benefits of a healthy lifestyle. H2 - Identifying ways of keeping healthy. H2 - Recognising what they like and dislike. H2 - Recognising that choices can have good and not so good consequences. H3 - Setting simple goals. H6 - Recognising the importance of personal hygiene. H7 - Developing simple skills to help prevent diseases spreading. <u>Science linked to PSHE:</u> Science: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Being Responsible L1 - Identify how they can contribute to the life of the classroom and school. L2 - Construct and explore the importance of rules. L3 - Explore and understand that everyone has rights and responsibilities. L5 - Identify what improves and harms their environments. R4 - Recognise what is fair/unfair, right/wrong, kind/unkind.	Y1: Relationship R2 - Recognising our behaviour can affect others. R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong. R6 - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). R7 - Offering constructive support and feedback to others. R9 - Identifying their special people (family, friends, carers) and how they should care for each other. Y2: Growing Up H8 - The process of growing from young to old. H9 - Exploring growing and changing and becoming independent. H10 - The correct names for the main parts of the body (including external genitalia). H13 - Identifying people who they can ask for help and think about how they might do that. H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets. H16 - About privacy in different contexts. H16 - About respecting the needs of ourselves and other people. R8 - Identifying similarities and difference. R10 - What physical contact is acceptable. L8 - That everybody is unique. <u>Science linked to PSHE:</u> Identify and name the basic parts of the human body (including external genitalia).
Yr 3 / 4	Exploring Emotions R1 - Recognising a wide range of emotions in themselves and others. R1 - Responding appropriately to a range of emotions in themselves and others. R7 - Understanding their actions affect themselves and others. R12 - Developing strategies to resolve disputes. R12 - Identifying strategies to manage emotions. H1, H6 - Deepening their understanding of good and not so good feelings. H6 - Extending vocabulary to help explain the range and intensity of feelings. H7 - Recognising conflicting emotions. <u>Science linked to PSHE:</u> What constitutes a healthy diet (including understanding calories and other nutritional content).	Bullying Matters R7 - Understanding that their actions affect themselves and others. R11 - Identifying the importance of working towards shared goals. R12 - Developing strategies for getting support for themselves or for others at risk. R13 - Identifying that differences and similarities arise from a number of factors. R14, L6 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling'). R18 - Knowing how to recognise bullying and abuse in all its forms.	Difference and Diversity R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the differences and similarities between people, but understand everyone is equal. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes.	Being Healthy H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H2 - Identifying how to make informed choices. H3 - Understanding what is included in a balanced diet. H3 - Understanding what may influence our choices. H5 - Setting goals.	Being Responsible L1 - Research, discuss and debate topical issues. L2 - Identify why rules are needed in different situations. L3, L4 - Understanding that there are human rights to protect everyone. L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment. L7 - Develop skills to carry out responsibilities. L8 - Explore how to resolve differences and respect others' points of view. L9 - Explore what being part of a community means and how they belong.	Relationships R2 - Recognising our behaviour can affect others. R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong. R6 - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). R7 - Offering constructive support and feedback to others. R9 - Identifying their special people (family, friends, carers) and how they should care for each other.

Yr 5	<p>Exploring Emotions</p> <p>R1 - Recognising a wider range of feelings in others and how to respond appropriately. R7 - Recognising that their actions can affect themselves and others. R12 - Developing strategies to resolve disputes. H6 - Deepening their understanding of good and not so good feelings. H6 - Extending emotional vocabulary. H6 - Exploring the intensity and range of feelings. H7 - Recognising when they experience conflicting emotions and how to manage these.</p> <p><u>Science linked to PSHE:</u> Science: Describe the changes as humans develop to old age. PSHE Link: Introduction - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes.</p>	<p>Bullying Matters</p> <p>R7 - Understanding that their actions affect themselves and others. R12 - Developing strategies for getting support for themselves or for others at risk. R13 - Identifying that differences and similarities arise from a number of factors. R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, "trolling"). R18 - Knowing how to recognise bullying and abuse in all its forms.</p>	<p>Being Healthy</p> <p>H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H3 - Exploring how we make choices about the food we eat. H3 - Identifying how to make informed choices. H3 - Developing skills to make their own choices H4 - Recognising how images in the media do not always reflect reality. H5 - Setting simple but challenging goals. H16 - Exploring what is meant by the term habit and why habits can be hard to change.</p> <p><u>Science linked to PSHE:</u> Science: Describe the changes as humans develop to old age. PSHE Link: Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. PSHE Link: About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Being Responsible</p> <p>L1 - Research, discuss and debate topical issues. L2 - Identify why rules are needed in different situations. L3, L4 - Understanding that there are human rights to protect everyone. L5 - To understand there are some cultural practices against British law. L7 - Explore rights and responsibilities at home, school, community and the environment. L7 - Develop skills to carry out responsibilities. L8 - Explore others' points of view. L9 - Explore what being part of a community means and how they belong.</p> <p><u>Science linked to PSHE:</u> Science: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p>	<p>Relationships</p> <p>R2 - Recognising what a healthy relationship is R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. R4 - Recognising different types of relationship including those between acquaintances, friends, relatives and families. R5, R6 - Understanding the true meaning behind civil partnerships and marriage. R12 - Resolving conflicts. R20 - Recognising that forcing anyone to marry is a crime. R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.</p>	<p>Difference and Diversity</p> <p>R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the factors that make people the same or different. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes. R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.</p>
Yr 6	<p>Being Me</p> <p>L7 - Exploring different kinds of responsibilities at school and in the community. L9 - Identifying what being part of a community means. R13 - Identifying that differences and similarities between people arise from a number of factors.</p>	<p>Being Safe</p> <p>H2 - Understanding how to make informed choice H10 - Exploring how to recognise, predict and assess risks in different situations. H11 - Understanding that increased independence brings increased responsibility to keep themselves safe. H15 - Explaining how rules can keep them safe. H15 - Identifying where and how to get help. H16 - Understanding the term 'habit.' H21 - Developing strategies for keeping physical and emotionally safe in different situations. H22 - Understanding the importance of protection information particularly online. H23, H24, H25 - Understanding how to become digitally responsible.</p>	<p>Changes</p> <p>H6 - Explaining intensity of feelings. H6 - Exploring and managing the difficult emotions. H7 - Acknowledging and managing change positively. H8 - Managing transition to secondary school. H8 - Exploring and managing loss, separation, divorce and bereavement. H14 - Practising asking for help and knowing where to go for help.</p>	<p>Drug Education</p> <p>H2 - Knowing how to make informed choices. H10, H17 - Identifying a range of drugs/substances and assessing some of the risks/effects. H13 - Identifying influences and when an influence becomes a pressure. H14 - Developing skills of how to ask for help. H15 - Identify basic emergency procedures. H16 - Understanding the term 'habit' and why habits can be hard to change.</p>	<p>Money Matters</p> <p>L13 - Understand how finance plays an important part in people's lives. L13 - Understanding about being a critical consumer. L14 - Developing an understanding of the concepts of interest, loan, debt and tax. L15 - Identifying how resources are allocated and the effects on individuals, communities and the environment. L16 - Developing enterprise skills. L18 - Critiquing how social media presents information. R15 - Recognising and managing dares.</p>	<p>Growing Up</p> <p>H4 - Exploring how images in the media and online do not always reflect reality. H6 - Identify the intensity of feelings. H7 - Recognising conflicting feelings. H12 - That simple hygiene routine can prevent the spread of bacteria. H13 - Identify pressures and influences. H18 - Understanding changes that happen at puberty. H19 - Understanding what puberty and human reproduction is. R2 - Identifying qualities of a healthy relationship R5 - About committed loving relationships. R13 - About differences and similarities between people, but understand everyone is equal. L1 - Debate topical issues.</p> <p><u>Science linked to PSHE:</u> Science: Describe the life process of reproduction in some plants and animals. Science: Describe the changes as humans develop to old age PSHE Link: Recap key facts about puberty.</p>

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