

# Personal, Health, Relationships and Sex Education Policy



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## 1. Aims

The aims of personal, health, relationships and sex education (PHRSE) at our school are to:

- Embed the school's Christian value in the teaching of all content
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach children about the diversity of different relationships
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach children to be safe in a variety of contexts, including online
- Teach the children the skills to be physically and mentally healthy individuals
- Embed the values and principles taught across the curriculum, making cross curricular links wherever possible.

## 2. Statutory requirements

As a maintained primary school we must provide relationships, health and emotional wellbeing education to all pupils as per the government's statutory guidance.

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

In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

At Crawley Down C of E Village School we teach PHRSE as set out in this policy.

## 3. Policy development

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

1. Review – all relevant information including relevant national and local guidance. This included the national guidance, the statement from the local diocese and E4S (education for safeguarding) materials from West Sussex
2. Staff consultation and governors – all school staff and governors were given the opportunity to consider statutory guidance and make recommendations on what they wanted the policy to contain.
3. Parent consultation – parents were invited to give feedback to the school to express their views on the new guidance and their feelings about what the policy needed.
4. Pupil consultation – we investigated what exactly pupils want from their PHRSE
5. The draft policy was sent to all stakeholders – staff, governors and parents for their views.

6. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

PHRSE is a term to combine the areas of personal, health, relationship and sexual education.

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

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

RSE is not about the promotion of sexual activity.

Personal and health education is based fundamentally on giving children the skills and knowledge to be physically and mentally healthy. In addition it should provide the information required to let children make informed choices so they can keep themselves safe both in the real world and online.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to best meet the needs of the children in individual cohorts.

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

As a Church of England school, our curriculum also reflects the vision of the diocese.

'Church schools should meet the statutory requirements in a way that ensures that children and young people are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.'

The Crawley Down PHRSE curriculum follows the 4 key strands of West Sussex's E4S materials:

- Relationships and Sex Education
- Digital and Media Literacy
- Physical Health and Wellbeing
- Emotional Health and Wellbeing

The curriculum builds progressively with some key elements being revisited every year. Zones of regulation has been embedded into the curriculum. Where possible the curriculum makes use of cross curricular links.

## 6. Delivery of RSE

RSE is compulsory in schools from September 2020. RSE is taught within the personal, social, health and economic (PHRSE) education curriculum, following the E4S guidance from West Sussex. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Some aspects of relationships teaching and self-regulation will be covered within the 'Zones of Regulation' programme.

Pupils in Year 5 will also receive stand-alone sex education sessions delivered by a teacher.

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

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Additional Sex Education will cover:

- Preparing boys and girls for the changes that adolescence brings – this will be covered briefly with Year 4 in the Summer term- introducing the idea of puberty. **This is compulsory under the new RSE curriculum.**
- Puberty, including more details about the specific changes for boys and girls and menstrual hygiene will be covered in Summer term Year 5. **This is compulsory under the new RSE curriculum.**
- How a baby is conceived and born – this will be covered in the Summer Term of Year 5. **This element is not compulsory and parents have the right to withdraw their children from this**

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

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

Children with additional needs will have these taken into consideration when teachers deliver content. The lesson will be adapted for their needs, which could be by means of additional support, further lessons in smaller groups to reinforce concepts, adapted resources.

If a child's need means they are significantly more immature than their peers, this will be considered when delivering sex education. The school will consult with the county's learning team or the outside agencies that work with the individual and deliver the adapted materials suggested by these professionals. This may mean that these children receive separate teaching to their peers.

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

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

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Making links to RSE across the curriculum, including links to the school's Christian values
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching it are encouraged to discuss this with the headteacher (Oliver Burcombe) or subject leader (Kate Sellers).

Class teachers are responsible for the teaching of RSE at the school.

## **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education or any sex education that is within the science curriculum.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Parents will need to speak to the class teacher or headteacher about their concerns in order to receive the form. A copy of the letter to parent about Sex Education can be found in Appendix 4.

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

## **9. Training**

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

The materials and guidance provided by West Sussex's E4S will guide planning and resourcing of the subject.

Visitors from outside the school, such as school nurses, the NSPCC or health professionals, will also be arranged to provide support and training to staff teaching PHRSE.

## **10. Monitoring arrangements**

The delivery of PHRSE is monitored by Kate Sellers, PHRSE subject leader through:

- planning scrutinies of MTPs
- learning walks
- pupil voice
- Staff feedback
- Looking at pupils work

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

This policy will be reviewed by Kate Sellers, the school's PHRSE subject lead annually. At every review, the policy will be approved by the governing board.

# Crawley Down Village C of E School PSHE curriculum progression document



| EYFS                   |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                             |                                                                                                                                                                                                            |                                                                                                                                                                                                                    |                                                                                                         |                                                                                                                                                                                                                                                                   |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | Autumn 1<br>Once Upon a Time –<br>Wonderful Me &<br>Families                                                                                                                    | Autumn 2<br>Once Upon a Time –<br>Traditional Tales                                                                                                                                                                                                                                                            | Spring 1<br>Look up - Space                                                                                                                                 | Spring 2<br>Look Up - Aliens                                                                                                                                                                               | Summer 1<br>Mammoth to Mini -<br>Dinosaurs                                                                                                                                                                         | Summer 2<br>Mammoth to Mini –<br>Minibeasts and<br>planting                                             | Early Learning Goals                                                                                                                                                                                                                                              |
| PSED – Self regulation | <p>Children will know how to make the right choice and the consequences of not doing so.</p> <p>The children will explain the reasons for rules – class/school expectations</p> | <p>Children will know the effects of their behaviour on others.</p> <p>Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p> <p>Children will know the school 'High 5' values; creativity, challenge, team work, independence, respect</p> | <p>Children will be able to focus during longer whole class lessons</p> <p>Children will know to use the calm corner when they are feeling upset/angry.</p> | <p>Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p> <p>To identify and moderate their own feelings socially and emotionally</p> | <p>Children will be able to control their emotions using a range of techniques (start of Zones of Regulation)</p> <p>Children will know how to resolve a problem by talking it through with a friend or adult.</p> | <p>Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> |

|                      |                                                                                       |                                                        |                                                                                  |                                                                                    |                                                                                                         |                                                                           |                                                                                                                 |
|----------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| PSED – Managing self | Children will learn how to wash hands independently                                   | Children will gain confidence to try new activities    | Children will know how regular exercise is important for their health.           | Children will know about the importance of a good sleep routine for their health.  | Children will know what a sensible amount of screen time is and why this is important for their health. | Children will show resilience and perseverance in the face of challenge   | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. |
|                      | Children will be able to put a coat on independently                                  | Children will practise doing up a coat zip and buttons | Children will begin to show resilience and perseverance in the face of challenge | Children will know how regular teeth brushing is important for their health.       | Children will learn how to tie up shoe laces                                                            | Children will know how to be a safe pedestrian and why this is important. | Explain the reasons for rules, know right from wrong and try to behave accordingly.                             |
|                      | Children will use the toilet independently.                                           |                                                        |                                                                                  | Children will become independent in selecting resources they need to achieve tasks | Children will independently manage their own needs – buttons, zips, socks, coat                         | Children will understand the importance of healthy food choices           | Manage their own basic hygiene and personal needs, including dressing, going to the toilet.                     |
|                      | Children will understand basic body privacy. Knowing what's in your pants is private. |                                                        |                                                                                  | Children will show a 'can do' attitude                                             |                                                                                                         |                                                                           | Understand the importance of healthy food choices.                                                              |

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| PSED – Building relationships | Children will know how to treat others in our class using the statement 'Kind hands and kind words'.        | Children will be able to describe what makes a good friend including attributes such as listening and sharing. | Children will see themselves as unique by sharing their hobbies and interests. | Children will listen to the ideas of other children and agree on a solution and compromise | Children will be able to work as a group without adult support | Children will develop relationships with other adults around the school | Work and play cooperatively and take turns with others.         |
|                               | Children will seek support of adults when needed Children will gain confidence to speak to peers and adults | Children will play with children who are playing with the same activity                                        | Children will be able to take turns                                            |                                                                                            |                                                                |                                                                         | Form positive attachments to adults and friendships with peers. |
|                               |                                                                                                             | Children will begin to develop friendships                                                                     | Children will begin to work in a group with adult support                      |                                                                                            |                                                                |                                                                         | Show sensitivity to their own and to others' needs.             |
|                               |                                                                                                             | Children will build positive relationships with all adults in the setting                                      |                                                                                |                                                                                            |                                                                |                                                                         |                                                                 |

| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                          |                                                                                                                                                                                                          |
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| <b>Ongoing Content</b> – ongoing weekly PSHE/zones lesson<br><b>Emotional Resilience</b> – Feelings and Emotions <ul style="list-style-type: none"> <li>• Be able to discuss how having a range of feelings can make you feel</li> <li>• Notice and identify feelings in themselves and others</li> <li>• Develop a vocabulary to describe and explain own feelings</li> <li>• Demonstrate how our faces and bodies show these feelings to others</li> </ul> |                                                                                                                                                                                                          |                                                                                                                                                                                                          |
| <b>Autumn - Paddington</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Spring – Crowns and Castles</b>                                                                                                                                                                       | <b>Summer – A Gardeners' World</b>                                                                                                                                                                       |
| <b>Keeping Safe and Risks</b> –Fair and unfair/right and wrong/rules                                                                                                                                                                                                                                                                                                                                                                                         | <b>Body Privacy</b> and saying Yes or No (PANTS rule) <ul style="list-style-type: none"> <li>• To know what's in your pants is private</li> <li>• To understand the private parts of our body</li> </ul> | <b>Body Privacy</b> and saying Yes or No (PANTS rule) <ul style="list-style-type: none"> <li>• To know what's in your pants is private</li> <li>• To understand the private parts of our body</li> </ul> |

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| <ul style="list-style-type: none"> <li>• describe what fair and unfair / right and wrong means</li> <li>• explain how class/group rules help them to learn and make the classroom a safe place</li> </ul> <p><b>Family, friends and relationships</b> – special people</p> <ul style="list-style-type: none"> <li>• To know the people who are important to them</li> <li>• To be able to identify special people in their lives</li> <li>• To describe what makes them special</li> <li>• Different family make ups</li> </ul> <p><b>Family, friends and relationships</b> – friends and friendship</p> <ul style="list-style-type: none"> <li>• To begin to feel part of a class group and enjoy it</li> <li>• To appreciate the worth of being different</li> <li>• Think about why bullying is unacceptable (anti-bullying week)</li> </ul> <p><b>Self-Image, Mental health and Wellbeing</b> – Online activities</p> <ul style="list-style-type: none"> <li>• Understand the different ways we can go online</li> </ul> <p><b>Hygiene and Protecting your health</b> – well, unwell and spread of germs</p> <ul style="list-style-type: none"> <li>• Be able to recognise when I feel well or unwell</li> <li>• Be able to make decisions about what to do when I feel unwell</li> </ul> <p><b>Body Privacy</b> and saying Yes or No (PANTS rule)</p> <ul style="list-style-type: none"> <li>• To know what's in your pants is private</li> <li>• To understand the private parts of our body</li> </ul> | <p><b>Keeping Safe and Risks</b> – Feeling safe</p> <ul style="list-style-type: none"> <li>• Recognise choices have consequences and these may be good or not so good</li> <li>• Identify the adults in school, at home and the wider environment who keep them safe</li> </ul> <p><b>Keeping safe and emergencies</b> – Helping us stay safe</p> <ul style="list-style-type: none"> <li>• Identify a range of jobs in the community who help keep us safe and what it is that they do</li> <li>• Know a range of people who can help keep them safe in a wider range of situations</li> </ul> <p><b>Keeping safe and emergencies</b> – staying safe in emergencies</p> <ul style="list-style-type: none"> <li>• Know how to access emergency services (appropriately)</li> <li>• Know some ways of proactively and responsibly seeking help in different situations</li> </ul> | <p><b>Identity - Boys, Girls and Stereotypes</b></p> <ul style="list-style-type: none"> <li>• To be able to recognise and challenge stereotypes</li> <li>• To understand that boys and girls can do some tasks and enjoy the same things...</li> </ul> <p><b>Wellbeing</b> – Well and unwell</p> <ul style="list-style-type: none"> <li>• Know what is meant by the terms well and unwell</li> <li>• Identify feelings of well and unwell – physically and emotionally</li> <li>• Describe the link between physical health and emotional wellbeing</li> </ul> <p><b>Hygiene and Protecting your health</b> – well, unwell and spread of germs</p> <ul style="list-style-type: none"> <li>• Be able to decide what to do when others feel unwell</li> </ul> <p><b>Sense of Self</b> – Uniqueness, similarities and differences.</p> <ul style="list-style-type: none"> <li>• What is unique?</li> <li>• Recognise some stereotypes.</li> <li>• How are we the same?</li> </ul> <p><b>Transition:</b></p> <ul style="list-style-type: none"> <li>• Know that we make our own choices about behaviour.</li> <li>• Know that how we behave might change in different situations.</li> <li>• Develop an understanding of changing behaviour habits.</li> </ul> |
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## Year 2

**Ongoing Content**– ongoing weekly PSHE/zones lesson

**Emotional Resilience** – Feelings and Emotions

- Identify strategies to manage different feelings
- Describe differences and similarities between being hurt physically and emotionally
- Develop a vocabulary to describe and explain own feeling

### Autumn – London’s Burning

**Keeping Safe and Risks** –Fair and unfair/right and wrong/rules

- describe what fair and unfair / right and wrong means
- explain how class/group rules help them to learn and make the classroom a safe place

**Keeping safe and emergencies** – staying safe in emergencies

- Know how to access emergency services (appropriately)

**First aid training**

**Online Reputation** – Digital Footprints, cyberbullying and risk of sharing online

- Understand the different places and ways people can communicate online.
- Explain why I should be careful who I trust online and what information I should trust.
- Identify how to behave positively online.
- Describe what is appropriate to say and do on different online settings/platforms.
- Know who I should ask if I’m not sure if I should put something online.
- To understand the risk of putting or sharing information on the internet.
- To know how my information can be used online for harm.
- Identify why and when somethings need to be kept private and why (passwords etc)
- Recognise the feeling of being unsure or hurt about something that has been shared when it was private.
- Describe places they need to be safe and what they would do in each of them to be safe.
- Describe ways to keep safe online.

**Self-Image, Mental health and Wellbeing**

Anti bullying week

**Identity** - Similarities and differences

### Spring - Africa

**Emotional Resilience** – Secrets and Privacy

- Give examples of surprise that are nice to keep a secret
- Explain what a secret is and what it means to keep a secret
- Explain that no-one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt.

**Sense of self** – Stereotypes – Boys and Girls – use book All are welcome.

- Consider why all families are different
- Value the way their family is special
- To understand that if someone leaves they might still love them.

**Identity** – Change in growth (link to Science)

- To know the human life cycle including birth.
- To name the main external parts of the body.

**Body Privacy and saying Yes or No (PANTS rule)**

- To understand the private parts of our body.
- To know the difference between appropriate and inappropriate touch.
- To know some basic rules about keeping themselves safe.

**Family, friends and relationships – family :kindness, relationship and love**

- Consider why all families are different
- Value the way their family is special
- To understand that if someone leaves they might still love them.

**Identity** - Similarities and differences

- To appreciate the worth of being different.

### Summer – What a Wonderful World

**Hygiene and Protecting your health** – well, unwell and spread of germs

- Recognise how some diseases can be spread and that these can be controlled by personal hygiene practices.
- Explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene.
- To know about basic personal hygiene routines and why these are important.

**Transition** – Coping with Loss and changing situations

**Drugs, Alcohol and Tobacco** – looking after our bodies safely

- Identify what goes onto and into people bodies and how this can make people feel.
- Describe ways to keep safe around household products.
- To understand why safety rules are necessary.

**Drugs, Alcohol and Tobacco** –medicines and safety

- To understand the benefits of medicines/drugs.
- To know people take medicines/drugs for different reasons.
- To know the safety rules for using medicine/drugs.

|                                                                                                                                                                                             |                                                                                                               |  |
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| <p>During PSHE week</p> <ul style="list-style-type: none"> <li>• To appreciate the worth of being different.</li> <li>• Identify the similarities and differences between others</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the similarities and differences between others.</li> </ul> |  |
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## Year 3

**Ongoing Content**– ongoing weekly PSHE/zones lesson

**Emotional Resilience** – Feelings and Emotions

- Recognise own and others feelings.
- Increase empathy for others and awareness of how personal feelings and behaviours can impact upon others.
- Understand the importance of taking responsibility for themselves and others.

### Autumn – Home Is Where The Heart Is

**Keeping safe and risks – Safety rules and laws**

- Give reasons and examples of why different rules are needed in different situations
- Identify and show an understanding of school rules about health and safety
- Consider the impact on self and others if these are not followed
- Making decisions, taking risks and influences (touch on peer pressure)
- Keeping safe and emergencies – Risk, hazard and emergency
- Recognise choices have consequences, and that these may be good or not so good
- Identify the adults in school, at home and in the wider environment who help keep them safe
- Identify ways to express feeling safe or unsafe
- Identify ways to keep themselves safe in different situations

**Being Safe - Early warning signs, saying yes or no, secrets**

- To recognise the physical signs our bodies give us when we are feeling unsafe or scared
- Describe how secrets make us feel
- Understand when it is appropriate to take a risk and when to say no and seek help

**E Safety –keeping safe**

**Online relationships and Media – Personal boundaries and privacy**

- What do people like to share together?
- What do we need or want to keep private?
- How might it feel if something private is shared?

**Self- image, mental health and wellbeing – managing time online**

- Know that we can see ourselves reflected online as well as seeing people who are not the same

### Spring – Mission Impossible

Key text - Bullying- Angel of Nitshill road.

**Relationships – friendships and bullying**

- Describe how people can make and maintain friendships with others
- Identify why it is important to 'think before we act'
- Identify peaceful ways to solve problems that might arise
- Identify how teasing, bullying and aggression can make someone feel and negatively affect them

### Summer - Invasion

**Identify – Gender Expectations**

- To consider personal attitudes to gender roles and stereotyping
- To understand how gender is stereotyped
- Understand that boys and girls can do some tasks and enjoy the same things but that stories and television sometimes says that boys do this and girls do that
- Family and Friendship, Relationships – Possible text 'The family book'

**Sense of self – image and representation**

- Express positive qualities about themselves
- Understand how we can build a positive self-esteem
- Understand that self-image affects self confidence
- Consider how our actions affect the self-esteem of others

**Family and Friendship, Relationships – Types of relationship, love and commitment**

- To develop an understanding of different types of relationships including marriage
- Identify the types of relationships they have with those who are important to them (family, friends, neighbours etc...)

**Relationships – Community and belonging**

- Know what 'community' means
- Recognise that we all belong to different communities as well as our school community
- Consider why people may 'volunteer' or choose to work for the community and what difference this makes to others

|                                                                                                                                                                                                                                                                                                                                      |  |  |
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| <ul style="list-style-type: none"><li>• Be able to describe how online posts may impact on how people feel about themselves and others</li><li>• To know how to seek help when feelings are impacted by the way others appear online</li><li>• To recognise that some people may pretend to be someone else online and why</li></ul> |  |  |
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## Year 4

**Ongoing Content**– ongoing weekly PSHE/zones lesson

### Emotional Resilience – Feelings and Emotions

- Increase empathy for others and awareness of how personal feelings and behaviours can impact upon others.
- Understand the importance of taking responsibility for themselves and others.
- Describe how different feelings make people behave and think
- Know how peoples bodies and faces show their feelings

### Autumn – Inside Out

### Spring – A Glimpse of Gold

### Summer – Water, water everywhere

**Keeping safe and risks** – Safety rules and laws

**Keeping safe and emergencies** – responsibility to be safe

**-First Aid training**

**Hygiene and Protecting your health – sleep and health**

- Consider ways to develop positive sleep habits
- Describe bedtime routines that help improve sleep
- Understand the importance of sleep and how it affects the way we feel
- Consider the parts of daily life choices that can impact on sleep
- Describe the impact of screen and phone use late at night
- Explain the importance of sleep for wellbeing and brain function, particularly during adolescence
- Explore a range of strategies for ensuring appropriate sleep patterns and practices

**Eating Well and Being Active – Healthier lifestyle choices**

- Identify that a habit might be something someone does occasionally, often, or all the time
- Identify habits that help us and habits that do not and some examples of healthy habits
- Give reasons why habits can be hard to change

**Eating Well and Being Active – influences on exercise and consequences of choice**

- Recognize what is meant by a 'balanced' lifestyle
- Identify what foods should be eaten regularly to maintain good health
- Describe how people can make informed decisions about what to eat or drink and when

**Hygiene and Protecting your health – cleanliness, germs and immunisation**

- explain how bacteria and viruses can be passed on from one person to another

**Self- image, mental health and wellbeing** –identities online and influence

- To consider what is unique about me that is part of what I am and how this may be affected by what I put online.
- explore how parts of identity can be seen as positive or negative and recognise ways to have a positive impact on others
- Know that identity online can be presented in many ways including gender.
- consider how the media can shape ideas about gender

**Online and Critical thinking** : Validity of information

- know who I am sharing information with
- be able to spot things that may be false online
- explain why information that is online and in the media may be inaccurate or untrue
- know what to do if someone wants information from me,
- know what to do if someone wants to meet me

**Being Safe – Body Privacy**

- To know that they have rights over their bodies.
- To respect their own and others bodies.
- Identify adults they can go to if they are feeling uncomfortable or hurt.
- Explain why it is wrong to make anyone feel uncomfortable or confused by being too close

**Identity –Body changes and Puberty**

- To know the stages of a human life cycle including birth.
- To identify some of the ways that humans change, physically and emotionally.
- To identify that the changes in puberty are ongoing and usually happen between the ages of 8-17 years.
- Identify where to get help and support about the changes that happen at puberty.

**Emotional resilience - Changes (inc Puberty)**

- Know about the changes that happen in life and the feelings associated with this
- Recognise the importance of sharing feelings to help themselves feel better
- Recognise that change is a natural part of life
- Explain how to manage some of the emotional changes associated with puberty

- |                                                                                                                                                                                           |  |  |
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| <ul style="list-style-type: none"><li>• describe simple hygiene routines that reduce the spread of bacteria and viruses and our own role in helping to stop the spread of germs</li></ul> |  |  |
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## Year 5

**Ongoing Content**– ongoing weekly PSHE/zones lesson

### Emotional Resilience – Feelings and Emotions

- Learn about a wide range of feelings, understand that people can experience conflicting feelings
- Identify when feelings might be overwhelming and what they feel
- Express and manage complex feelings and emotions

| Autumn – Mission to Mars                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring – Groovy Greeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer – Sea-Faring invaders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b><u>Keeping safe and risks –</u></b></p> <p>Making decisions, taking risks and influences (focus on peer pressure)</p> <ul style="list-style-type: none"> <li>• Give examples of what is meant by risk, danger, hazard</li> <li>• Describe or demonstrate how to manage risk safely (e.g. crossing roads)</li> <li>• Explain how people can be prepared for danger and how to keep safe in different places</li> <li>• Identify where they can get help if they feel a situation is risky or dangerous</li> </ul> <p><b><u>Keeping safe and emergencies</u></b> – Risk, hazard and emergency (briefly recap how to get help from emergency services)</p> <ul style="list-style-type: none"> <li>• Demonstrate how to responsibly and effectively engage with using 999 as a source of help</li> <li>• Explore what is meant by an emergency and consider how people may react to one</li> </ul> <p>Know ways of proactively and responsibly seeking help in different situations (gaining attention, calling for help etc.)</p> | <p><b><u>Online relationships and cyberbullying – knowing people online</u></b></p> <p>What checks can you do to ensure you know the person you are talking to online?</p> <p>Form positive relationships online.</p> <p>Know how to spot potentially negative relationships online.</p> <p>Describe the initial signs of potentially problematic situations (e.g grooming, cyberbullying)</p> <p>Describe laws that govern online behaviour and how they inform what is acceptable or legal.</p> <p>Describe actions I could take if I or someone else experiences or is targeted by illegal online behaviour.</p> <p><b><u>Identities online and influence</u></b></p> <p>be able explain how what we post online or see can impact negatively on how people feel about ourself and others</p> <p>understand a range reasons why people may pretend to be someone else online and how they might go about this</p> <p>know a range of organisations that would provide a safe space for me to talk about how I see myself compared to others</p> <p><b><u>Online relationships and Media</u></b> – pressure to share and dares</p> <p>Be able to identify what a dare is</p> <p>Describe feelings associated with a dare or being pressurised to share something not wanted.</p> <p>Identify when dares are ok and when not.</p> <p>Develop strategies to say no when feeling unsure.</p> <p>Know places and people that they can go to for help.</p> | <p><b><u>Body changes and puberty</u></b></p> <p>To know the stages of a human life cycle including birth</p> <p>To be able to identify parts of the reproductive system in males and females describing their function.</p> <p>To understand that some changes will happen without choice.</p> <p>Explain what happens during menstruation and ejaculation and how to manage both.</p> <p>Explain why it is important and how to keep themselves clean during puberty.</p> <p>Identify where to get help and support about the changes that happen in puberty.</p> <p><b><u>Being Safe – Physical contact and Appropriate touch</u></b></p> <p>Know the difference and appropriate and inappropriate touch.</p> <p>Understand that they have the right to say ‘No’ to unwanted touch.</p> <p>Explain how people can tell whether touch is acceptable or unacceptable.</p> <p>Explain in simple terms the concept of consent in relation to physical contact.</p> <p>Describe or demonstrate strategies to use if someone’s behaviour (touch / unwanted attention) makes them feel worried or uncomfortable.</p> <p>Identify sources of help / advice in school, outside school, locally, nationally, by phone and online.</p> <p><b><u>Family, Friendships, Relationships and conception</u></b>(promote diversity)</p> <ul style="list-style-type: none"> <li>•Identify parts of the reproductive system in males and females</li> <li>•Identify how sex parts relate to how a baby is made</li> <li>•Identify the links between love, committed relationships/marriage and conception</li> </ul> |

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|  | <p><b><u>Relationships</u></b> – Pressure and uncertain feelings</p> <p>Consider how feelings exist that seek acceptance or approval peers</p> <p>Understand what negative pressure is and the feelings associated with this (ie they may feel risky, dangerous, or that feels wrong)</p> <p>Describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that doesn't feel right</p> <p>Identify when they might need to ask for help and who they can ask</p> | <p>•Know the stages of the human life cycle including birth</p> <p><b><u>Sense of Self</u></b> – Self esteem (promote diversity)</p> <p>Know that images used in the media and online may not necessarily reflect reality.</p> <p>Recognise that images in the media can be changed, altered or adapted.</p> <p>Identify how an image can influence someone's view about a place or product, their viewpoint or actions.</p> <p>Know how images in the media can distort reality and understand that this can affect how people feel about themselves.</p> <p>Identify why individuals, reporters and manufactures might choose to alter images before presenting</p> |
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**Ongoing Content**– ongoing weekly PSHE/zones lesson

**Emotional Resilience** – Feelings and Emotions

- Identify when feelings might be overwhelming and what they feel
- Express and manage complex feelings and emotions
- Understand the importance of taking responsibility for themselves and others.

| Autumn – Portals, People and Places                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring – Off with Their Heads                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer – Survival of the Fittest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Keeping safe and risks</b> – Safety rules and laws</p> <p><b>Keeping safe and emergencies</b> – responsibility to be safe</p> <p><b>First Aid training</b></p> <p><b>Being Safe-</b> Body safety</p> <ul style="list-style-type: none"> <li>• Be able to explain that everyone has a right to look after and protect their own body.</li> <li>• Recognise risk and make decisions about personal safety</li> </ul> <p><b>Online and Critical thinking</b> : Validity of information</p> <ul style="list-style-type: none"> <li>• know who I am sharing information with</li> <li>• be able to spot things that may be false online</li> <li>• explain why information that is online and in the media may be inaccurate or untrue</li> <li>• describe how some online information can be opinion but appear to be fact and consider why this may happen</li> </ul> <p><b>Staying safe online</b> – legal use of information</p> <ul style="list-style-type: none"> <li>• Identify online content and ideas ownership</li> <li>• Know of the rules around using someone else's work or ideas</li> </ul> <p><b>Identity</b> –Media influences: Masculinity and Femininity</p> <ul style="list-style-type: none"> <li>• Know the media stereotypes gender</li> <li>• Know the difference between sex, gender identity and sexual orientation and these are just on factor of a person's identity</li> <li>• Explain why we should be careful when we hear people say 'us', 'them', 'those type of</li> </ul> | <p><b>Drugs, Alcohol and Tobacco</b> – drugs and usage</p> <ul style="list-style-type: none"> <li>• To know that medicines are drugs but that not all drugs are medicines</li> <li>• To know that some substances are illegal</li> <li>• To consider the impact of drugs (including medicines) on the lives of some people</li> <li>• Know that some everyday substances contain drugs</li> <li>• Know that some everyday drinks contain caffeine that can alter the way the body works</li> <li>• Be able to make judgements about what they put into their body.</li> <li>• Know the risks associated with smoking</li> <li>• Know there are myths and misconceptions about smoking</li> <li>• Know where smokers can get help to stop smoking</li> <li>• Understand that unwanted influence and pressure may come from friends</li> <li>• Be able to use strategies to maintain personal safety and resist unwanted pressure</li> <li>• Know that actions have consequences for themselves and others</li> </ul> <p><b>Eating Well and Being Active</b> – Habits and choices</p> <ul style="list-style-type: none"> <li>• Describe the potential short and long term consequences that people's choices can have on maintaining good health</li> <li>• Understand the way food labelling and advertising influence us</li> <li>• Describe the influence of media advertising/celebrity culture on health and lifestyle choices</li> </ul> <p><b>Relationships</b> – Pressure and uncertain feelings</p> <ul style="list-style-type: none"> <li>• Consider how feelings can exist that seek acceptance or approval from peers</li> <li>• Understand what negative pressure is and the feelings associated with this ( ie they may feel risky, dangerous or that feels wrong)</li> </ul> | <p><b>Emotional Resilience -Changes (inc Puberty) –</b></p> <ul style="list-style-type: none"> <li>• Know about the changes that happen in life and the feelings associated with this</li> <li>• Recognise that change may bring a variety of feelings</li> <li>• Identify the importance of treasuring and sharing memories</li> <li>• Identify practical strategies to help manage times of change and transition</li> </ul> <p><b>Transition – understanding change</b></p> <ul style="list-style-type: none"> <li>• Be able to learn from previous experiences of change</li> <li>• Demonstrate strategies to manage feelings that might be experienced when changing school</li> <li>• Understand how feelings may change when we move from one school to another</li> <li>• Know that many children have mixed feelings about going to secondary school</li> <li>• Identify and describe how people might feel and behave when they go to a new school</li> <li>• Be able to identify and describe feelings associated with leaving a school and how this might affect the way we behave.</li> </ul> <p><b>Family and Friendship, Relationships</b> –Changes in Relationships (when relationships go wrong)</p> <ul style="list-style-type: none"> <li>• How do I cope when relationships go wrong (Friendships evolving covered during transition unit)</li> <li>• Know the importance of maintaining friendships outside of relationships</li> </ul> |

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| people' or label groups of people -usually using a term that is demeaning or abusive | <ul style="list-style-type: none"> <li>• Describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that doesn't feel right</li> <li>• Identify when they might need to ask for help and who they can ask</li> </ul> | <ul style="list-style-type: none"> <li>• To feel empowered to end relationships when they become unhealthy</li> </ul> |
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## Appendix 2: Government Statutory Guidance -By the end of primary school pupils should know

| TOPIC                                 | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>                                                                                                                                                                |

| TOPIC                    | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Respectful relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Being safe               | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>                                                                                                                     |

| TOPIC                     | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Mental Wellbeing          | <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul> |
| Internet Safety and Harms | <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| TOPIC                       | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical Health and Fitness | <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>                                                                                                                                                                                                                                        |
| Healthy Eating              | <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |
| Drugs, Alcohol and Tobacco  | <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Health and Prevention       | <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination</li> </ul> |
| Basic First Aid             | <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Changing Adolescent Body    | <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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

| TO BE COMPLETED BY PARENTS                                                       |  |       |  |
|----------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                    |  | Class |  |
| Name of parent                                                                   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|                                                                                  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|                                                                                  |  |       |  |
| Parent signature                                                                 |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |                                                                                                                                                                                                                                                      |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agreed actions from discussion with parents | Include notes from discussions with parents and agreed actions taken.<br>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom |
|                                             |                                                                                                                                                                                                                                                      |

## Appendix 4: Parent letter RSE Year 5

Dear Parents,

As stated in the National Curriculum and the new statutory relationships guidance for schools, children are required to be taught aspects of Relationship and Sex Education.

Relationships and Sex Education are now an integral part of the PHRSE curriculum at Crawley Down, in line with the new statutory government guidance. The teaching is not just about reproduction. Instead the focus is on change, maintaining mental wellbeing during change, making and retaining positive relationships with others; teaching children to feel good about themselves and the choices they make and to develop the ability to respect themselves and others in the context of their own sexual development.

We will be teaching the RSE unit over a few weeks as part of PHRSE lessons. The statutory objectives covered will be as follows:

### Statutory

- 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.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.
- 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.
- 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.
- describe the changes as humans develop to old age.

### The Non – Statutory objectives we will also cover are:

Children could be taught about the gestation (pregnancy) period of humans, including:

- How a baby is made
- Male roles in sexual reproduction

In order to provide you with sufficient information about what will be covered, here is the link to the video clips we will be using in sessions.

[https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies)

This will give you a chance to preview some of the materials at home. These clips will be incorporated in lessons alongside discussion, explanation of the content and other resources to develop children's understanding. Children will be given the opportunity to ask questions, which we will answer honestly in an age appropriate manner. The resource is from Ireland, so we will need to make clear to the children that the

age of consent in England is 16, but as on the video we will be stressing the importance of waiting until they are in a loving and respectful relationship.

Both boys and girls will be taught about the changes puberty brings to both genders. However, we will separate them for one of the sessions in order for them to feel more comfortable asking questions about the changes puberty will bring. This session will also allow us to address menstruation in more detail with the girls.

Personal, Social and Health Education is an important part of your child's learning, however we do appreciate that some parents may wish to withdraw their child from this. Please note, that you may only withdraw your child from the non-statutory elements mentioned above. If you do have any questions or concerns, or have decided that you would like to withdraw your child please contact your child's class teacher or Mr Burcombe.

Unless we hear from you, we will take this as your consent to your child taking part.

Yours sincerely,

Mrs Sellers

KS2 Lead, PHSRE Subject Leader