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Relationship & Sex Education Policy

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Confidently Me Belonging Together Challenged to Contribute





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Rationale

At St Mary's we live out our faith together learning to love God, our neighbour and the world around us. Excellence in learning is fostered through our shared Christian values and a deep sense of belonging, which enables all our children to reach their full potential. We believe God is love and all people are loved by God.

We want our pupils to be;

*'Confidently me'-secure in their identity in Christ
'Belonging Together'-in union with Christ, in fellowship with one another
'Challenged to contribute'-to communities near and far*

With this in mind, we seek to teach pupils how to make and manage a range of different positive relationships with family, friends, adults in school and other members of the local community. We believe that positive relationships are the basis of good emotional and mental health; contribute to a sense of community both in and out of school and enable children to keep themselves happy and safe. Positive relationships are also essential to learning, progress and achievement. They help children to develop social and emotional resilience and contribute to a happy, successful school. These values underpin our approach to the Relationships and Sex Education in our school.

Aims

The aim of our RSE is to help and support young people through their physical, emotional and moral development with accurate and reliable information, to respect themselves and others and move with confidence from childhood, through adolescence into adulthood preparing them for the opportunities, responsibilities and experiences of adult life.

Specifically we aim to;

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

Statutory Requirements

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

RSE is taught in conjunction with the Science National Curriculum (2014) which is compulsory for all pupils. (See Appendix 2 for links between RSE and Science). In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St Mary's Primary School, we teach RSE as set out in this policy.



Policy Development

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

- Review – the Life Skills and Wellbeing Team pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – Information about the Relationships Policy was circulated to Parents and Carers.
- Pupil consultation – we interviewed Year 6 pupils as to what they thought was important in RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

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.

Curriculum

Our RSE programme is an integral part of our whole school Life Skills and Wellbeing (PSHE) provision. Our relationship education and its links to the statutory science curriculum are set out as per Appendix 2. The whole school Life Skills and Wellbeing (PSHE) provision is set out as per Appendix 3. Adaptations may be made as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. Guidance for staff can be found in Appendix 4.

Our primary sex education focuses on;

- How a baby is conceived and born

For more information about our curriculum, see our curriculum maps in Appendices 2 & 3.

Delivery of RSE

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum, at St. Mary's this is called 'Life Skills and Well-being'. It may also be addressed during assemblies and other curriculum activities.

All pupils will have access to Relationships and Sex education including pupils with special educational needs and disabilities. Teaching will be differentiated and in some cases content will be tailored to meet the specific needs of individuals. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Class teachers usually teach Life Skills and Well-being sessions. Some aspects of Relationships Education are taught in same sex groups. However, the same curriculum content is taught to all.



Our RSE programme is taught through a range of teaching methods and interactive activities, including;

- Games
- Storybooks that open up discussion
- Circle time and question box activities e.g., where children can post anonymous questions for group discussion.
- Drama, role-play and puppets.
- Art.
- Watching videos and discussing what children have learned.

High quality resources support our RSE provision. These are reviewed regularly. Guidance for staff teaching Relationship Education is in Appendix 4

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

These areas of learning are taught within the context of family life. We take care to ensure that there is no stigmatisation of children based on their home circumstances. We acknowledge that 'families' can take many forms including single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers amongst others. We are also sensitive to the different structure of support some children have around them for example: looked after children or young carers.

Assessment in RSE will be part of the regular assessment in Life Skills and Well-being (PSHCE), Science or RE whichever is most appropriate. Assessments and progress are part of the whole school approach to monitoring, evaluation and assessment. Life Skills and Well-being (PSHCE) data is collected using Target Tracker software. Attainment and progress is monitored and evaluated by the Life Skills and Well-being team.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure by a child of a child protection issue. Any adult employed by the school who is made aware of a disclosure will follow the school's safeguarding procedures.

Visitors/external agencies who deliver part of the relationships education will be required to follow the brief given by teaching staff who will be present during their sessions. If visitors have any concerns, regarding disclosures made during their sessions they should refer them to the member of staff present or contact the designated safeguarding lead and in her absence one of her deputies.



Roles and Responsibilities

The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from 'how a baby is conceived and born' component of RSE.

Staff

Staff are responsible for;

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE
- Monitoring progress

Staff do not have the right to opt out of teaching RSE. Guidelines for teaching RSE are in Appendix 4. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. All teaching staff are responsible for teaching Relationships Education. Year 6 staff will deliver the appropriate parts of sex education outlined on the curriculum map.

Pupils

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

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships Education. However, parents have the right to withdraw their children from the 'how a baby is conceived and born' session of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.



Monitoring Arrangements

The delivery of RSE is monitored by the Life Skills and Well-being team which includes Anna Woodward - the deputy head, Steve Wanstall and Sharon Quinn. This is achieved through;

- Planning scrutinies.
- Questionnaires (staff, pupils, other stakeholders).
- Learning walks.
- Book looks.
- Drop-ins/lesson observations.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.



Appendix 1: The statutory guidance - What pupils should know by the end of Primary School

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



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



PHYSICAL HEALTH AND MENTAL EDUCATION STATUTORY GUIDANCE

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p> <p>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.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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).</p> <p>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.</p>
Internet safety and harms	<p>That for most people the internet is an integral part of life and has many benefits.</p> <p>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.</p> <p>How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>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.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p>



Physical health and fitness	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy eating	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>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).</p>
Drugs, alcohol and tobacco	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and prevention	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>The facts and science relating to immunisation and vaccination.</p>
Basic first aid	<p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
Changing adolescent body	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>



Appendix 2: Overview of Relationships Education and links to statutory Science Curriculum

	Autumn	Spring	Summer
EYFS	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>Personal, Social and Emotional Development ELG: Self –Regulation Managing Self Building Relationships</p> <p>Recognise that their behaviour can affect other people Recognise what is fair and unfair, kind and unkind, what is right and wrong Offer constructive support and feedback to others Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>Vocabulary: mindful, unmindful, brain break, breathing, calm, kind, grateful, gratitude, optimistic, pessimistic, amygdala (guard dog), hippocampus (hippo), pre-frontal cortex (wise owl)</p> <p>Resources: MindUp puppets, posters of the brain, brain break script and chime, glitter bottles, Goldilocks and the Three Bears, a selection of visual perspectives photos, acts of kindness videos, Drakes song 'God's Plan'.</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>Personal, Social and Emotional Development ELG: Self –Regulation Managing Self Building Relationships</p> <p>Develop the develop the vocabulary to communicate their feelings to others, to recognise how others show feelings and how to respond What sorts of boundaries are appropriate in friendships with peers and others 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 seek support from adults including whom in school they should speak to if they are worried</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>Personal, Social and Emotional Development ELG: Self –Regulation Managing Self Building Relationships</p> <p>Communicate their feelings to others, to recognise how others show feelings and how to respond. This is ongoing through the use of brain breaks and talking about 'mindful' behaviour</p> <p>Vocabulary: mindful, unmindful, brain break, breathing, calm, kind, amygdala, hippocampus, pre-frontal cortex</p> <p>Resources: brain break script and chime, glitter bottles</p>



		<p>Vocabulary: Safe, unsafe, feelings, sad, angry, calm, nervous, depressed, cross, peaceful, private, private parts, privacy</p> <p>Resources: NSPCC https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/ Including The PANTS rule and Pants song- PANTASAURUS</p>	
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	Autumn	Spring	Summer
<p>Year 1</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health. 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. 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.</p> <p>Vocabulary: Behaviour Kindness, Emotions, Feeling, Help Mindful tasting, amygdala, hippocampus, Prefrontal Cortex, healthy, texture,</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>What sorts of boundaries are appropriate in friendships with peers and others 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 seek support from adults including whom in school they should speak to if they are worried</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>Communicate their feelings to others, to recognise how others show feelings and how to respond-This is ongoing through the use of brain breaks and talking about 'mindful' behaviour</p> <p>Vocabulary: mindful, unmindful, brain break, breathing, calm, kind, amygdala, hippocampus, pre-frontal cortex, kind, unkind, repeat, teasing, bullying</p>



	<p>taste Mindful moving, relaxing, brain, body, heart rate, calm.</p> <p>Resources: PowerPoint</p>	<p>Vocabulary: Private, trust, secrets, privates, safe, appropriate, inappropriate, good, bad, touch, necessary, right, vagina, penis, head, shoulders, eyes, ears, nose, hair, knees, feet, arms, legs, hands, stomach etc.</p> <p>Resources: NSPCC https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/</p> <p>Linked to Statutory Requirements in 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.</p>	<p>Resources: brain break script and chime, glitter bottles</p>
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	Autumn	Spring	Summer
Year 2	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health. 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. How to recognise and talk about their emotions, including having a varied vocabulary of words to</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>The characteristics and mental and physical benefits of an active lifestyle. 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. The principles of planning and preparing a range of healthy meals</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>Vocabulary: loss, shock, numbness, sadness, anxious, anger, guilt, loneliness, helplessness, relief</p> <p>Resources: Various Story books</p>



	<p>use when talking about their own and others' feelings. The importance of respecting others, even when they are very different from them Practical steps they can take in a range of different contexts to improve or support respectful relationships That being unkind or bullying has a negative and often lasting impact on mental wellbeing.</p> <p>Vocabulary: emotion, health, healthy, choice, Lifestyle, benefit, feelings, pessimistic, optimistic</p> <p>Resources: MindUp book, DoJo videos, glitter bottles, chime, mindful areas, classroom displays, outside environment, emotions cards and vocabulary prompts. Story-I Don't Like Arguments Little Princess https://www.youtube.com/watch?v=XapeSrX1XLY</p>	<p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The rules and principles for keeping safe online How to report worries, and where to get advice e.g. family, school and/or other sources 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 How and when to seek support including which adults to speak to in school if they are worried about their health. How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Vocabulary: hygienic, healthy, secret, safe, unsafe, animal, human, survive, basic needs, water, air (oxygen), food, water, movement, waste, reproduction, growth, respiration/breathing, Carbohydrates, fats, proteins, fruits, dairy, starch, healthy,</p>	
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		<p>unhealthy, Germs, hygienic, exercise, pulse rate, heart rate, oxygen. predictions, questions, enquiry, offspring, babies, young, adults, grow, baby, toddler, child, teenager, young adult, adult, elderly, life cycle, birth, death</p> <p>Resources: different scenarios, Book 'Handa's Surprise' by Eileen Browne, extract from Mr Gum by Andy Stanton</p> <p>Linked to Statutory requirements in science: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Notice that animals, including humans, have offspring, which grow into adults.</p>	
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	Autumn	Spring	Summer
Year 3	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health. 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.</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>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</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support Recognise different types of relationship, including those between acquaintances, friends, relatives and families</p>



<p>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.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>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</p> <p>The importance of respecting others, even when they are very different from them</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>Vocabulary: Amygdala (Guard dog), Hippocampus, Pre-frontal Cortex (wise owl), Risk, Mindful, Emotions, Growth mind-set, impulses Amygdala, pre-frontal cortex, hippocampus, neuroscience, emotional flooding, neuroplasticity, mindful awareness, unmindful, attention, reticular activating system, dopamine, cortisol, perspective, optimism, pessimism, gratitude</p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>Vocabulary: Emotions, healthy relationships, friendships, unhealthy, role model, empathy, perspective, jealousy, disgust, frustration, disappointment, relatives</p> <p>Resources: Flip charts with video links, Story "Pick me up", emotion and scenario cards</p>	<p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>Vocabulary: Emotions, healthy relationships, friendships, unhealthy, role model, empathy, perspective, jealousy, disgust, frustration, disappointment, relatives</p> <p>Resources: Flip charts with video links 'King for a Day' by Rukhsana Khan</p>
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	Resources: Flip charts with video links		
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	Autumn	Spring	Summer
Year 4	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That for most people the internet is an integral part of life and has many benefits. 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 About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>Vocabulary: amygdala (Guard dog), hippocampus, pre-frontal cortex (wise owl), emotions, Growth mind-set, impulses, mindful awareness, RAS</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>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. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests 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. Practical steps they can take in a range of different contexts to improve or support respectful relationships About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist How to be a discerning consumer of information online including understanding</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>Recognise and challenge stereotypes Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>Vocabulary: Stereotype, wellbeing, emotions, discrimination, bullying, prejudice</p> <p>Resources: PowerPoint</p>



	<p>(reticular activating system) gratitude, optimism, neuroplasticity, dopamine, cortisol, dopamine, endorphin, mindful, unmindful, perspective, viewpoints, perspective, Safety, protection, personal information, SMART (Safe, meeting, accepting, reliable, tell), online, sources, reliability Hygiene, hazard, safety, bacteria, virus, routine, harmful</p> <p>Resources: Digital resources including some video clips</p>	<p>that information, including that from search engines, is ranked, selected and targeted. 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. Where and how to report concerns and get support with issues online.</p> <p>Vocabulary: Amygdala, prefrontal cortex (PFC), hippocampus, neuroplasticity, dopamine, cortisol, dopamine, endorphin, mindful, unmindful, perspective, gratitude, viewpoints, perspective, reticular activating system, emotions Dental hygiene, oral, flossing, check-up, cavities, tooth decay Social media, critique, examine, misrepresent, mislead, SMART</p> <p>Resources: Digital resources including some video clips</p>	
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	Autumn	Spring	Summer
Year 5	<p>Focus of Relationships/Physical Health and Mental Education:</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p>



<p>That for most people the internet is an integral part of life and has many benefits. 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 Why social media, some computer games and online gaming, for example, are age restricted. ICT How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online That their actions affect themselves and others That mental wellbeing is a normal part of daily life, in the same way as physical health. 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.</p> <p>Vocabulary: online abuse, trolling, bullying and harassment, social media, gaming, age restriction, abuse, trolling, bullying, harassment, negative, mental health, mental ill-health, targeted ads, targeted search results, amygdala (Guard dog), hippocampus, pre-frontal cortex (wise owl), emotions, Growth mind-set, impulses, mindful awareness, RAS (reticular activating system)</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 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 How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media Know the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. That there are a number of feelings relating to different types of change, including transitions (between key stages and schools), loss, separation, divorce and bereavement 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. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of simple self-care techniques e.g. physical exercise, time outdoors, time spent with friends and family etc. That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Vocabulary: change, bereavement, loss, negative, mental health, mental ill-health, Resources: Bibles Digital resources: 'RE today website'. Feelings and emotions photos Water Bugs and Dragonflies: Explaining Death to Children by Doris Stickney Badger's Parting Gifts by Susan Varley</p>
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	<p>gratitude, optimism, neuroplasticity, dopamine, cortisol, dopamine, endorphin, mindful, unmindful, perspective, viewpoints, perspective, stream, reliable</p> <p>Resources: Google Classroom, ThinkUKnow website, emotions card game</p>	<p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>Where and how to seek support if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9</p>	
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		<p>through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle. For vocabulary and resources see Links to statutory requirements in science</p> <p>Vocabulary: Open-minded, unprejudiced, tolerant, curious, questioning, inquisitive, opinion, judgement Reject, snub, deny, stereotype, pigeonhole, typecast intolerance, narrow-mindedness, prejudice, tolerance, injustice, unfairness, inequality empathy, resilience, collaboration, interdependence, reflection Discrimination, sexism, ageism, racism, homophobia Transphobia, disability, religion, politics</p> <p>Resources: 'Red by Jan de Kinder', an extract from 'A Christmas Carol' by Charles Dickens, pictures of different members of communities.</p> <p>Links to statutory requirements in science:</p> <ul style="list-style-type: none">• describe the life process of reproduction in some plants and animals.• describe the changes as humans develop to old age	
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	Autumn	Spring	Summer
Year 6	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>Why social media, some computer games and online gaming, for example, are age restricted. 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.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking including age restrictions as laid down in law</p> <p>Vocabulary: alcohol , impact, evidence, smoking, drugs, legal, illegal, substance, chemical, smoking, legal, medicine, harmful, prescribing, side effects, heroine, cannabis , ecstasy, cocaine, marijuana, addicted, alcohol, nicotine, carbon-monoxide, vaping, e-cigarettes</p>	<p>Focus of Relationships/Physical Health and Mental Education:</p> <p>How their body will, and their emotions may, change as they approach and move through puberty</p> <p>Key facts about the menstrual cycle.</p> <p>How human's reproduce</p> <p>How to taking care of their body including personal hygiene and germs including bacteria, viruses, how they are spread and treated</p> <p>Understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime</p>



	<p>About the concept of privacy and the implications of it for both children and adults How to make a clear and efficient call to emergency services if necessary.</p> <p>Vocabulary: Risk, Danger, Hazard, cyberbullying, phishing emails</p> <p>Resources: PowerPoints, Right to Privacy Quiz, Staying Safe Scenario Cards, 'Under Pressure' cards, Roald Dahl Railway safety book, Water safety activity pack, 'Zip it, Block it, Flag it' Game, 'Social Network Statements'</p>	<p>Resources: Alcohol and Drugs Role Play Scenario Activity, PowerPoint presentations</p>	<p>Develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>The difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>What is laid down in law about sex, civil partnerships and marriage</p> <p>Civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>Marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales.</p> <p>The ceremony through which a couple get married may be civil or religious.</p> <p>Forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p>
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Appendix 3: Life Skills and Wellbeing (PSHCE) Curriculum

The core themes within the Life Skills and Wellbeing (PSHCE) Curriculum are; Health and Wellbeing, Relationships and Living in the Wider World, which includes 'Economic Wellbeing', and 'Being a Responsible Citizen'

Year Group	Autumn term	Spring term	Summer term
EYFS	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Linked to ELG:</p> <ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships <p>Pupils will learn:</p> <ul style="list-style-type: none"> • The parts of the brain and what they do and control • That mental wellbeing is a normal part of daily life, in the same way as physical health. • To be aware of their actions and how they affect others. • What is meant by 'Mindful attention', how to practice it and its benefits • 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 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Linked to ELG:</p> <ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships <p>Pupils will learn:</p> <ul style="list-style-type: none"> • How to recognise and talk about their emotions • To develop the vocabulary to communicate their feelings to others, to recognise how others show feelings and how to respond • How their behaviour can affect other people and their own learning • How to change their feelings and behaviour using Mind up techniques e.g. the use of glitter bottle 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Linked to ELG:</p> <ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships <p>MINDUP continues throughout the term through the use of brain breaks and talking about mindful behaviour and awareness.</p>



	<p>relation to different experiences and situations.</p>	<p>Life Skills –Changing for PE and the right to privacy e.g. knocking on the toilet door to see if it’s free</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • What is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <p>Health Eating-Design a healthy PIZZA or sandwich</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • What the different food types are • How to balance food types in a meal • Why they need to wash their hands before eating and after going to the toilet <p>Within ICT</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • How to keep safe using a computer or other device and how to raise concerns. 	
	<p>CORE THEME 2: RELATIONSHIPS</p>	<p>CORE THEME 2: RELATIONSHIPS</p>	<p>CORE THEME 2: RELATIONSHIPS</p>



	<p>Linked to ELG:</p> <ul style="list-style-type: none"> • Listening Attention and Understanding • Speaking • Building Relationships <p>All About Me and settling in to EYFS including; learning to work in partners, groups and individually & how we and our families are similar and different</p> <p>Life Skills and Wellbeing</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To recognise that their behaviour can affect other people • To recognise what is fair and unfair, kind and unkind, what is right and wrong • To offer constructive support and feedback to others • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • That most friendships have ups and downs, and that these can often be worked through. • The importance of respecting others, even when they are very different from them or 	<p>Linked to ELG:</p> <ul style="list-style-type: none"> • Listening Attention and Understanding • Speaking • Building Relationships <p>MINDUP continues throughout the term through the use of brain breaks and talking about mindful behaviour and awareness. This supports positive relationships in the classroom and wider school community</p>	<p>Linked to ELG:</p> <ul style="list-style-type: none"> • Listening Attention and Understanding • Speaking • Building Relationships <p>Life Skills and Wellbeing</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To communicate their feelings to others, to recognise how others show feelings and how to respond • That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
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	<p>make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> • To recognise that they belong to different groups and communities such as family and school • 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. • About the process of growing from young to old and how people's needs change 		
	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Linked to ELG:</p> <ul style="list-style-type: none"> • Listening Attention and Understanding • Speaking • Building Relationships • People Culture and Communities • The Natural World <p>Learning to look after the EYFS environment inside and outside including; planting the tyres and raised beds, learning how to use and store the outside resources in their 'trugs'.</p>	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Linked to ELG:</p> <ul style="list-style-type: none"> • Listening Attention and Understanding • Speaking • Building Relationships • People Culture and Communities • The Natural World <p>People Who Help Us</p> <p>Pupils will learn:</p>	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Linked to ELG:</p> <ul style="list-style-type: none"> • Listening Attention and Understanding • Speaking • Building Relationships • People Culture and Communities • The Natural World <p>Project - making items to sell</p> <p>For example: Grow plants from seed to make little saucer gardens to sell to raise money to spend on something that they all decide will improve the EYFS area for everyone.</p>



	<p>Pupils will learn:</p> <ul style="list-style-type: none">• How they can contribute to the life of the classroom and school• To contribute to and follow, group, class and school rules and to understand how these rules help us to work together collaboratively• To understand that people will have different perspectives in situations• How acts of kindness make people feel and contribute positively to our class community and the wider community	<ul style="list-style-type: none">• Who key workers are and how they help the community• Who is responsible for looking after them (the children) and protecting them• How adults contact those key workers when they need their help, including dialling 999 in an emergency.	<p>Pupils will learn:</p> <ul style="list-style-type: none">• That money comes from different sources and can be used for different purposes, including the concepts of spending and saving
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Year Group	Autumn term	Spring term	Summer term
Year 1	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • How our brain works • How our brains control our emotions and simple strategies for managing feelings • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions all humans experience in relation to different experiences and situations • 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. 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls • what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>MINDUP continues throughout the term through 'brain breaks' and talking about mindful behaviour and awareness.</p>
	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To recognise that their behaviour can affect other people 	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond 	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • How isolation and loneliness can affect children and that it is very important for



	<ul style="list-style-type: none"> To recognise what is fair and unfair, kind and unkind, what is right and wrong To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) To offer constructive support and feedback to others That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	<p>(including who to tell and how to tell them)</p> <ul style="list-style-type: none"> 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). 	<p>children to discuss their feelings with an adult and seek support</p> <ul style="list-style-type: none"> That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. To communicate their feelings to others, to recognise how others show feelings and how to respond To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Life skills and wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> How they can contribute to the life of the classroom and school To contribute to and follow, group, class and school rules and to understand how these rules help us to work together collaboratively That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to 	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Life skills and wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. 	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Life skills and wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> Ways in which they are all unique and understand that there has never been and will never be another 'them' Ways in which we are the same as all other people; what we have in common with everyone else and ways we are different



	<p>take turns, share and understand the need to return things that have been borrowed)</p> <ul style="list-style-type: none">• What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).		
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Year Group	Autumn term	Spring term	Summer term
Year 2	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life skills and wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • How our brains control our emotions and simple strategies for managing feelings • 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 • 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. 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life skills and wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • What is meant by a 'healthy life style' including the benefits of physical activity, rest, healthy eating and dental health • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • 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. (Travel tracker) • The principles of planning and preparing a range of healthy meals. • To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences • The importance of, and how to, maintain personal hygiene • About growing and changing and new opportunities and responsibilities that increasing independence may bring 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life skills and wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • About change and loss and the associated feelings (including moving home, losing toys, pets or friends) <p>MINDUP continues throughout the term through 'brain breaks' and talking about mindful behaviour and awareness.</p>



		<ul style="list-style-type: none"> • Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention • about the ways that pupils can help the people who look after them to more easily protect them • to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets • Which adults to speak to in school if they are worried about their health. • 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. 	
	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life skills and wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • to recognise that their behaviour can affect other people 	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life skills and wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • the difference between secrets and nice surprises (that everyone will find out about 	<p>CORE THEME 2: RELATIONSHIPS</p>



	<ul style="list-style-type: none"> • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to offer constructive support and feedback to others • to identify and respect the differences and similarities between people • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 	<p>eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <ul style="list-style-type: none"> • How and when to seek support including which adults to speak to in school if they are worried about their health. • 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 	
	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p>	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Life skills and wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices • about the 'special people' who work in their community and who are responsible for looking after them and protecting them; 	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p>



		how people contact those special people when they need their help, including dialling 999 in an emergency.	
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Year Group	Autumn term	Spring term	Summer term
<p>Year 3</p>	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • What positively and negatively affects their physical, mental and emotional health • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' • The characteristics and mental and physical benefits of an active lifestyle. <p>Within DT</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others - • to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these • To explore simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>MINDUP continues throughout the term through 'brain breaks' and talking about mindful behaviour and awareness</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To discuss 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). <p>Sun Safe</p> <ul style="list-style-type: none"> • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.



	<p>their choices and the benefits of eating a balanced diet</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The risks associated with an inactive lifestyle (including obesity). <p>Within ICT</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • 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. • How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. 		
	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p>	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p>	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p>



	<ul style="list-style-type: none"> • How their actions affect themselves and others. 	<ul style="list-style-type: none"> • To deepen their understanding that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • To recognise and respond appropriately to a wider range of feelings in others 	<ul style="list-style-type: none"> • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • To recognise different types of relationship, including those between acquaintances, friends, relatives and families • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p>	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Why and how rules and laws that protect them and others are made and enforced, • Why different rules are needed in different situations and how to take part in making and changing rules • That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities



			<ul style="list-style-type: none">• To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
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<p>Year 4</p>	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p>Within ICT</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others • Where and how to report concerns and get support with issues online. <p>Within DT</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • that bacteria and viruses can affect health and that following simple routines can reduce their spread • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • 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).
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	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP Pupils will learn:</p> <ul style="list-style-type: none"> • That their actions affect themselves and others and strategies for dealing with this 	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To recognise and respond appropriately to a wider range of feelings in others 	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To recognise and challenge stereotypes • How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) Linked to ICT
	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p>	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p>	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Life Skills and Wellbeing Pupils will learn:</p> <ul style="list-style-type: none"> • To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people • To explore and critique how the media present information • To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others



Year Group	Autumn term	Spring term	Summer term
Year 5	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • 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 • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • What is meant by the term 'habit' and why habits can be hard to change • How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media • To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong • How their body will, and their emotions may, change as they approach and move through puberty <p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Within ICT</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • how to manage requests for images of themselves or others; what is and is not 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Through RE</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement



		<p>appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <ul style="list-style-type: none"> • Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others 	
	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That their actions affect themselves and others • That mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. 	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) • Know the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) ICT • How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) 	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Within ICT</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Why social media, some computer games and online gaming, for example, are age restricted. • 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. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.



		<ul style="list-style-type: none"> • Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ICT 	
	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p>	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Within Geography Pupils will learn:</p> <ul style="list-style-type: none"> • To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Life Skills and Wellbeing/MINDUP Pupils will learn:</p> <ul style="list-style-type: none"> • About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world • What is meant by enterprise and begin to develop enterprise skills



Year Group	Autumn term	Spring term	Summer term
Year 6	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To differentiate between the terms, 'risk', 'danger' and 'hazard' • To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • To recognise how their increasing independence brings increased responsibility to keep themselves and others safe • To explore school rules about health and safety, basic emergency aid procedures, where and how to get help • To explore and practice strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) • To explore the responsible use of mobile phones: safe keeping (looking after it) and 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To explore the facts and science relating to immunisation and vaccination • To understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others • To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • To understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • To understand that 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. 	<p>CORE THEME 1: HEALTH AND WELLBEING</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves • To learn how their body will, and their emotions may, change as they approach and move through puberty • To learn about menstrual wellbeing including the key facts about the menstrual cycle. • To learn about human reproduction • To learn about taking care of their body including personal hygiene and germs including bacteria, viruses, how they are spread and treated • To understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers • To learn how to manage requests for images of themselves or others; what is and



	<p>safe user habits (time limits, use of passcode, turning it off at night etc.)</p>		<p>is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <ul style="list-style-type: none"> • 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.
	<p>CORE THEME 2: RELATIONSHIPS</p>	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP Pupils will learn:</p> <ul style="list-style-type: none"> • To recognise and manage 'dares' 	<p>CORE THEME 2: RELATIONSHIPS</p> <p>Life Skills and Wellbeing/MINDUP Pupils will learn:</p> <ul style="list-style-type: none"> • 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 • That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves



			<ul style="list-style-type: none"> • That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment • That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership • Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. • About the difference between, and the terms associated with, sex, gender identity and sexual orientation
	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p>	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p>	<p>CORE THEME 3: LIVING IN THE WIDER WORLD</p> <p>Life Skills and Wellbeing/MINDUP</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)



Every two years the NSPCC is invited into school to hold interactive assemblies (for children aged 5-11) and workshops for Years 5 & 6. With the help of their mascot, Buddy, they cover topics such as bullying and abuse, in a child-friendly and age appropriate way, so children can get help if or when they need it. They also learn about Childline, and how it can support them. Parents and Carers are informed before this event.



Additional aspects of the PSHCE Curriculum are covered in the wider aspects of our school throughout the year

The core themes within the Life Skills and Wellbeing curriculum are; Health and Wellbeing, Relationships and Living in the Wider World which includes Economic Wellbeing and Being a Responsible Citizen

- **H3.** to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals **Collective Worship, Celebration Assemblies & Stars of the Week, PE challenges**
- **H5.** to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals **Collective Worship, Celebration Assemblies & Stars of the Week**
 - **L1.** how they can contribute to the life of the classroom and school **Whole School ethos, values and expectations. Collective Worship**
 - **L4.** that they belong to different groups and communities such as family and school **Collective Worship, clubs and different pupil groups e.g. School Councillors**
 - **L7.** that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities **Collective Worship, Pupil groups such as School Councillors, Faith Team, Prefects etc.**
 - **L9.** what being part of a community means, and about the varied institutions that support communities locally and nationally **Collective Worship, different fund raising events, visitors from charities**
 - **R12.** to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves **Expectations around behaviour including; dealing with conflict and resolution, MindUp techniques.**



- **L6.** to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk **Expectations around behaviour including; dealing with conflict and resolution, MindUp techniques.**
- **L11.** to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people **Through all areas of our broad and balanced curriculum, our class reflections which use' PICTURE ME CLASS' resources and through discussions after Newsround (NB only juniors watch Newsround)**
- **L12.** to consider the lives of people living in other places, and people with different values and customs **Through all areas of our broad and balanced curriculum, our collective worship, class reflections which use' PICTURE ME CLASS' resources and through discussions after Newsround (NB only juniors watch Newsround)**



Appendix 4: Guidelines for Teaching Relationships Education

When teaching RSE, staff should aim to create a safe, sensible and respectful arena for learning. Staff must agree which sessions should have two members of staff present and which sessions they may want to deliver to single sex groups.

Staff should lay the groundwork for RSE lessons by;

- Creating a class agreement about the responsibilities that each child has during the lessons
- Starting the unit with a clear and concise look at the parts of the human anatomy which are relevant to the area of RSE that they are studying

As every class is different there is not typical set of rules, but the three points below should be included. This will help to deal with certain questions or statements should they arise.

Using agreed language

This helps to deal with the use of infantile or obscene words.

Not asking, or having to answer, any personal questions

Even if a teacher is comfortable answering questions about their own opinions and experiences, they should avoid doing so in order to create a learning environment where no person feels pressured to share details about themselves or their families.

Allowing others to learn at their own pace

Some children may have a more extensive knowledge of topics covered in RSE than others. Staff should encourage pupils to bear in mind that nobody should feel rushed into finding out about things that they may find confusing or that their families may prefer them not to hear about just yet. Staff should be mindful that most questions are asked out of a genuine desire to know and understand, so the facts should be included in any answers given where possible or appropriate. Examples of possible questions and appropriate answers can be found at the end of these guidelines.

The biological basics

Time should be spent ensuring that the class has a sound understanding of the relevant parts of the body relating to the area of RSE that they are studying. This will get the children used to using the correct scientific vocabulary. It will also make certain other potentially embarrassing questions are more straightforward to answer.

In Year 6 it is important to make it clear that the penis and clitoris feel good when they are touched, and therefore that sex is a pleasurable experience, as this can demystify many aspects of sexuality for young people, and can be part of an effective answer to many different questions. Some questions, whilst very commonly asked, may be deemed as inappropriate to be answered in a whole class setting. Teachers should use their judgement in conjunction with these guidelines to help them decide which questions to give a detailed response to, and which to decline to answer. If teachers are unsure, they should seek advice from the Year leader or a member of the SLT in which case the following could be a suitable initial response; *'That's an interesting question. I need some thinking time to respond to that appropriately.'*



Most young people are full of curiosity and are well aware of the increased openness around sexual matters in the world around them. There are also those who worry about things they may have heard in the news, or who have genuine fears about sexual matters.

As part of safeguarding, at St. Mary's, staff explore with pupils whom they might talk to if they have worries or concerns in and out of school and how they can contact Child Line if they ever need to. This should be revisited when covering RSE in the curriculum.

Example questions that maybe asked by children and appropriate answers:

Pupil: *'Why do boys' willies get bigger?'*

Teacher: *'Remember that we have agreed to use scientific language in these lessons. Try again using the correct anatomical word.'*

Pupil: *'Miss, when did you start your periods?'*

Teacher: *'Remember that we agreed not to ask any personal questions – that include me too! Most girls start their periods at around age 10-11.'*

Pupil: *'Can you catch HIV through oral sex?'*

Teacher: *'That's a question that you will find out the answer to when you are in secondary school. It is a little advanced for our lessons this year, but if you are still curious to know the answer, you could ask an adult at home.'*

Pupil: *'What do people enjoy sex so much?'*

Teacher: *'Because it makes them feel good, as it involves penis and clitoris being touched.'*

Pupil: *'What is masturbation?'*

Teacher: *'When a person has some time to themselves, in a private place, and they touch their penis or clitoris in a way that feels good.'*

Pupil: *'Why do some young people have sex before it is legal?'*

Teacher: *'It is quite normal to feel a pleasurable sensation in the penis or clitoris from a young age. As an adolescent person gets older this may make them feel like they want to have sex so that they can enjoy more of this physical feeling. But it is important for a person to wait until they are at least 16 before they go through with this so that they can decide fully if they trust and feel comfortable with the other person they are thinking about having sex with.'*

Pupil: *'How do gay people have sex?'*

Teacher: *'It is possible for people to take part in sexual activity without full intercourse taking place. A couple will find ways to stimulate each other's penis or clitoris so that they feel good.'*

Pupil: *'What is porn?'*

Teacher: *'Pornography consists of pictures or videos of people who may be undressed and/or taking part in any type of sexual activity. When a person becomes sexually aware they can find these images arousing to look at. For young people, seeing these images can feel confusing, scary or weird, so it is important to tell an adult that you trust if you have seen or been shown pornography.'*



A similar answer can be given for questions about sex toys, adult shops, strip clubs and so on:

Pupil: *'What is grooming/sex abuse/incest/rape?'*

Teacher: *'Every adult who cares about your safety and wellbeing would want you to wait until you were old enough and in a relationship with a person that you really trust before you engage in any type of sexual activity.'*

Unfortunately, there are a small number of people who might force someone into taking part in sexual activities when they do not want to. This is called sexual abuse and the people that carry it out are called abusers.'

Grooming is when an abuser tries to get to know a young or vulnerable person, sometimes online, with the intention of meeting up with them and trying to abuse them. Incest is when the abuser is a member of the abused person's family. An abuser can be a stranger or someone that the abused person knows very well. Sexual abuse is an upsetting, scary and harmful experience. An abuser may say that it needs to be kept secret, but actually it should always be talked about.'

