

## PSHE (Personal, Social, Health education) Policy

### incorporating our policy on Health, Relationships and Sex Education

#### Introduction / Rationale

Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) in Moreton Hall Prep reflects the aims and ethos of the school.

Personal, Social and Health Education (PSHE) provides a vital foundation for the personal development of young people in preparing them for adult life. PSHE is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life.

In line with the statutory guidance document, [Relationships Education, Relationships and Sex Education and Health Education \(Updated 2021\)](#), our PSHE scheme of work includes:

**Relationships Education** – teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

**Health Education** –teaching the characteristics of good physical health and mental wellbeing including personal hygiene and basic first aid.

**Sex Education** – we teach the statutory elements of the relationship and health education programmes of study, but to compliment this we provide a short tailored sex education curriculum to the pupils in Year 6 which is appropriate to the age and the physical and emotional maturity of the pupils. The programme prepares pupils for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The PSHE lead in Moreton Hall Prep has worked alongside the PSHE coordinator of Moreton Hall to collate all DFEE recommended policies and advice to create a comprehensive delivery plan covering both PSHE and RSE (Relationship and Sex Education).

Moreton Hall Prep takes its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/ guardians and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision. The policy is made available to parents and others on the school's website.

The policy adheres to statutory guidance and pays particular regard to the protected characteristics of the Equality Act of 2010.



## **Aims**

The overarching aims for PSHE and RSE education are to:

- provide a framework in which sensitive discussion can take place.
- provide the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including themselves and their personal information safe online.
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- help pupils develop feelings of self-respect, confidence, and empathy.
- to encourage respect for others, with regard to the protected characteristics of the Equality Act of 2010 and the age of the pupils taught in the Prep.
- create a positive culture around issues of sexuality and relationships.
- teach pupils the correct vocabulary to describe themselves and their bodies
- teach pupils to understand physical health and mental wellbeing.
- teach pupils to understand the importance of everyday health and hygiene.
- teach pupils about everyday safety, including online.
- help pupils to understand the importance of community.
- teach pupils to be media literate and have digital resilience.
- help pupils develop a healthy understanding of money and work.
- teach pupils the importance of looking after the environment they live in.

## **Statutory requirements:**

We are required to teach Relationships and Sex Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education. High quality Relationships and Health Education and, where appropriate, non-statutory Relationships Sex Education help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards.





The teaching of Sex Education in primary schools remains non statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

A summary of the statutory requirements from the document [Relationships Education, Relationships and Sex Education and Health Education \(Updated 2021\)](#), can be found in Appendix 3 and 4.

## **Delivery of PSHE/RSE:**

At Moreton Hall Prep we have adopted a timetabled approach to the delivery of PSHE due to our commitment to its importance. Every year group in Moreton Hall Prep has one PSHE lesson a week. PSHE is primarily delivered through distinct PSHE lessons which are mostly led by the PSHE lead in Moreton Hall Prep. In addition, PSHE topics are regularly discussed with tutors during Form Times.

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Additionally, specific health related topics are delivered by the Health Centre team. Biological aspects of the curriculum are taught within the science curriculum, and other aspects of the curriculum are included in the Religious Studies, and Computing curriculums.

Elements of the PSHE/RSE lessons may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. Moreton Hall Prep works with the NSPCC to ensure the delivery of the Speak Out, Stay Safe workshop, which is delivered once every two years to all children in KS1 and KS2.

Other aspects of PSHE are further delivered in activities throughout the school such as charity events, trips out, theme days, house team competitions and assemblies. By its very nature personal, social and health education (PSHE) permeates the whole curriculum, both the formal and the informal. PSHE in its broadest sense is part of every student's entitlement through a curriculum that promotes these ends. It is, therefore, the responsibility of all teachers and a major priority for school management. This is coordinated by the PSHE lead in Moreton Hall Prep and advised by the PSHE coordinator of Moreton Hall Senior School and Deborah Speakman, Head of Moreton Hall Prep.



## **Policy:**

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

1. Review – a member of staff created a draft policy, pulling together all relevant information including national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were sent a copy of the policy and invited to feedback and input their thoughts.
4. Parent/stakeholder discussion – opportunities will be provided for parents to feedback and discuss the policy at events such as Year Ahead evenings, parent evenings and other parent gatherings through the year.
5. Ratification – once amendments were made, the policy was shared with governance and ratified.

The consultation process with parents started in November 2020 with communication regarding the new PSHE/RSE curriculum. Where appropriate, further information has been sent to parents regarding specific areas of the new curriculum. Further details can be found below.

Letter	Author	Year Group	Mailing Date via iSAMS
PSHE & RSE Programme Letter and initial consultation	Sylvia Grace	Reception to Year 6	10.11.2020
NSPCC Speak Out & Stay Safe Letter	John Bond	Year 1 to Year 6	10.06.2021
PSHE & RSE Curriculum Update	John Bond	Year 6	11.06.2021
NSPCC Speak Out & Stay Safe Letter	John Bond	Year 5 & Year 6	16.11.2021
Puberty Chat Letter	Chantal Swain	Year 6	22.11.2021
Families Topic Letter	Chantal Swain	Year 3	23.11.2021
PSHE & RSE Curriculum Letter and consultation	John Bond	Reception to Year 6	05.12.2021



NSPCC Speak Out & Stay Safe Letter	John Bond	Year 1 & Year 2	14.03.2022
Drug Awareness Letter	Chantal Swain	Year 6	14.03.2022
PSHE & RSE Curriculum Letter	John Bond	Year 6	01.04.2022
PSHE & RSE Curriculum Letter	Chantal Swain	Year 6	04.05.2022
PSHE & RSE Curriculum Letter - 'Families'	Chantal Swain	Year 2	13.05.2022
PSHE Curriculum Letter - Growing and Changing'	Chantal Swain	Year 2	07.06.2022
NSPCC Speak Out. Stay Safe Letter	Chantal Swain	Year 5/6	4.11.2022
NSPCC Speak Out. Stay Safe Letter	Chantal Swain	Year 2	18.11.2022
PSHE & RSE Curriculum Letter - 'Families'	Chantal Swain	Year 3	18.11.2022
PSHE Curriculum letter: Loss and bereavement.	Chantal Swain	Year 6	26.2.2023
PSHE Curriculum letter: Loss and bereavement.	Chantal Swain	Year 2	26.2.2023
NSPCC Speak Out. Stay Safe Letter	Chantal Swain	Year 1	3.3.2023
PSHE Curriculum letter: Medicines and Drugs	Chantal Swain	Year 6	5.3.2023
PSHE Curriculum letter: Relationships	Chantal Swain	Year 6	18.4.2023
NSPCC Speak Out & Stay Safe Letter	Chantal Swain	Year 4	25.4.2023
PSHE & RSE Curriculum Letter	Chantal Swain	Year 6	5.5.2023

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the PSHE lead in Moreton Hall Prep, working with the Head teacher in Moreton Hall Prep, the PSHE Co coordinator of Moreton Hall, Senior Leadership Team and lead governor for PSHE.



## Curriculum

In Reception, we have a weekly hour of structured Personal, Social and Emotional Development. This session is led by our Prep PSHE lead, Chantal Swain. However, PSED is the most important element in Early Years so it is something that is discussed, looked at and practiced in every aspect of our daily routine. We use the scheme Health and Wellbeing, and the topics we look at change half termly. We run this over two years. These Topics are as follows:

- This is Me
- All the Things I Need
- My Feelings
- Thinking of Others
- My Body
- Healthy Me
- Be Safe
- My Family and Friends
- Playtime
- My Community
- Right and Wrong.

In Reception each child is valued as a unique being who develops at different rates. We encourage them to work and play cooperatively, explain the reasons for rules and begin to know right from wrong. We help them to learn how and why it is important to be sensitive to other's needs. We also work hard to teach resilience and self-regulation concerning behaviour.

The curriculum for Years 1 to 6 is set out as per Appendix 1, and it is also available to see on Firefly. It is based on the programmes of study from the PSHE Association. Although we follow this scheme of work, we allow flexibility for staff to respond to the needs of the pupils, or address contemporary issues, by adapting the order of lessons and topics.

As set out above, in Year 6 we include a short sex education programme of study which builds on the statutory discussion of puberty and menstruation in the relationship curriculum. The Sex Education programme covers the following key topics:

- identify the links between love, committed relationships and conception;
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults;
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb;





- about the responsibilities of being a parent or carer and how having a baby changes someone's life.

These topics are outlined in bold in the scheme of work (Appendix 1). A letter is sent to parents before this topic is taught outlining the subject matter and explaining their right to withdraw (Appendix 2).

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 of the scope of this policy, teachers will respond in an appropriate manner so they are fully informed. The topics covered are the result of a combination of the 2020 RSE legislation, PSHE Association advice and Moreton Hall Prep parental contributions.

### **Special educational needs and disabilities (SEND):**

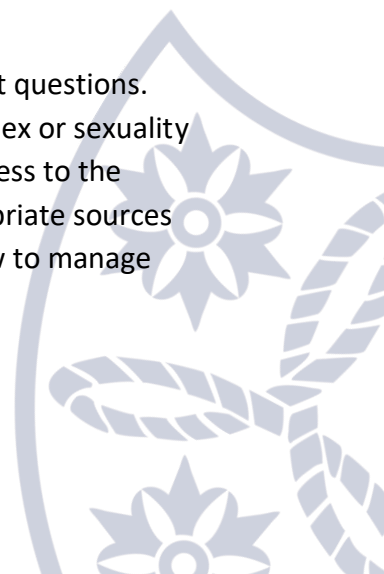
Our curriculum is inclusive and our PSHE/RHE curriculum is accessible for all students. PSHE/RHE helps all pupils understand their physical and emotional development and enables them to make positive decisions in their lives. If the school has any children with special needs who require special assistance their needs will be fully considered. We ensure that all pupils receive PSHE/RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Teachers will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

### **Staff Training:**

As a school we recognize the importance of keeping staff up-to-date with training in RSE and PSHE. Training may be delivered at INSET days to the whole school and the Prep School PSHE lead will undertake training in specific areas.

### **Managing difficult questions:**

In PSHE, we understand that pupils may ask their teachers or other adults difficult questions. This is particularly true in relationships education where questions pertaining to sex or sexuality may go beyond what is set out for Relationships Education. Given the ease of access to the internet, and that children whose questions go unanswered may turn to inappropriate sources of information, we feel it is important to provide staff with clear guidance on how to manage difficult questions:





1. *Establish a safe learning environment* - A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback

2. *Ground rules* - Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from pupils. Ground rules may include:

- Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.
- Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
- Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.

3. *Clear starting points* - Finding out pupils' starting points is crucial to ensuring that learning about the issue is pitched appropriately, particularly to tackle any misconceptions held among the group. These can be explored by using baseline assessment activities.

4. *Strategies to use when handling tricky questions:*

- Have an 'Ask it basket' / anonymous question box available before, during and after all lessons, so pupils can ask questions anonymously at any time. If you are concerned about a question, ask anyone whose question has not been answered to come and see you privately)







- Be conscious of the message you give the rest of the group when responding to a question. You may be certain that a question has been put to you to attempt to embarrass you or put you on the spot but a dismissive answer could dissuade others from asking genuine questions

When faced with a tricky question....

- Thank them for the question and check you have understood what they are asking and what they think the answer is
- Give a factual, age-appropriate answer when you can
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later).

6. Ensure that, included in the lesson, is information about different sources of help for young people—both within and beyond the school. Provide opportunities for pupils to develop the skills to seek advice and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services.

At all times, staff should feel that they can get advice from colleagues and members of the safeguarding team. Where appropriate, follow up conversations with parents should be used to ensure pupils are supported.

### **Helping parents support at home:**

Parents are informed of the curriculum topics on a weekly basis. Where pupils are studying potentially sensitive topics, specific letters will be sent to parents outlining what is being covered and an opportunity is offered for parents to consult with staff. For example, this would take place for discussions on puberty or visits by the NSPCC when topics include abuse and consent.

### **Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods. Including:

- effective starting and ending strategies
- high order questioning skills
- climate building and ground rules





- working together
- values clarification
- information gathering and sharing
- problem solving.
- understanding another point of view
- working with feelings and imagination
- reflection, review and evaluation.
- circle time
- discussion and debate

We understand that the topics covered can be sensitive and that some children may be reluctant to share issues with adults in lessons. We always reflect on the strategies and language used to ensure they remain relevant and topical. When concerns are raised then staff refer to the DSL and record on CPOMS.

## **Assessment, Reporting and Recording Monitoring**

PSHE is informally assessed at Moreton Hall Prep throughout discussions in each session as well as throughout each day. In Key Stage 1 and 2, the children each have their own PSHE books which documents their learning each week. The children's PSHE books are kept in each classroom. This allows the children opportunities to refer back to their sessions for advice and further clarification. Parents have the opportunity to view the children's PSHE books. Moreton Hall Prep PSHE staff write a formal report each term to send to parents.

## **Follow up information:**

All Form Tutors are fully aware of the PSHE/RSE programme and are updated as and when necessary if any changes take place to the schedule of lessons. In addition, if there is a need for intervention of some kind throughout the year, to tackle an issue raised in class this is quickly dealt with in the PSHE/RSE lessons. When something sensitive is being delivered in the PSHE/RSE lessons, class teachers are informed to ensure that they are prepared for any questions that may come as a result of the lessons delivered that week.

## **Evaluation and Review**

The effectiveness of the PSHE/RSE programme is assessed by staff and students and this is then fed back to the PSHE lead for future planning and is then discussed with the PSHE coordinator of Moreton Hall. Furthermore, this would be fed back to the Academic Board, Senior



Management and Governors. As part of this we ask pupils to complete surveys and questionnaires, as well as get verbal feedback from pupils and parents.

## **Parents' right to withdraw**

Parents and guardians cannot withdraw their child from the statutory sex education content included in National Curriculum for Science which includes content on human development, including reproduction. Parents and guardians also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE, delivered as part of the PSHE curriculum. As explained above, we teach a short curriculum of sex education in the summer term of Year 6 which parents are informed about and have the right to withdraw their child from the lessons.

Any requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head of the Prep School, John Bond. A record of such requests will be kept. The Head of the Prep School will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

## **Other policies that should be read in conjunction with this policy:**

Anti-bullying policy, Behaviour policy, Safeguarding policy and Keeping Children Safe in Education.

Policy Reviewed: September 2023

By Chantal Swain

Next Review: September 2024





## Appendix 1:

### **PSHE Year 1 – 6 Scheme of work: Topics and Learning Objectives:**

#### **Year 1 PSHE**

##### **Relationships**

###### **Respecting ourselves and others**

- what kind and unkind behaviour mean in and out school
- how kind and unkind behaviour can make people feel
- about what respect means
- about class rules, being polite to others, sharing and taking turns

###### **Families and Friendships**

- about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers
- the role these different people play in children's lives and how they care for them
- what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.
- about the importance of telling someone — and how to tell them — if they are worried about something in their family

###### **Safe relationships**

- about situations when someone's body or feelings might be hurt and whom to go to for help
- about what it means to keep something private, including parts of the body that are private
- to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
- how to respond if being touched makes them feel uncomfortable or unsafe
- when it is important to ask for permission to touch others
- how to ask for and give/not give permission

##### **Health and Wellbeing**

###### **Physical Health and Mental Wellbeing**

- what it means to be healthy and why it is important
- ways to take care of themselves on a daily basis
- about basic hygiene routines, e.g. hand washing
- about healthy and unhealthy foods, including sugar intake
- about physical activity and how it keeps people healthy
- about different types of play, including balancing indoor, outdoor and screen-based play
- about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors
- how to keep safe in the sun

###### **Growing and Changing**

- to recognise what makes them special and unique including their likes, dislikes and what they are good at
- how to manage and whom to tell when finding things difficult, or when things go wrong
- how they are the same and different to others
- to think about different kinds of feelings
- how to recognise feelings in themselves and others
- how feelings can affect how people behave



## Keeping Safe

- how rules can help to keep us safe
- why some things have age restrictions, e.g. TV and film, games, toys or play areas
- basic rules for keeping safe online
- whom to tell if they see something online that makes them feel unhappy, worried, or scared

## Living in the Wider World

### Belonging to a community

- about examples of rules in different situations, e.g. class rules, rules at home, rules outside
- that different people have different needs
- how we care for people, animals and other living things in different ways
- how they can look after the environment, e.g. recycling

### Media Literacy and Digital Resilience

- how and why people use the internet
- the benefits of using the internet and digital devices
- how people find things out and communicate safely with others online

### Money and Work

- that everyone has different strengths, in and out of school
- about how different strengths and interests are needed to do different jobs
- about people whose job it is to help us in the community
- about different jobs and the work people do





## Year 2 PSHE

### Relationships

#### Families and Friendships

- how to be a good friend, e.g. kindness, listening, honesty
- about different ways that people meet and make friends
- strategies for positive play with friends, e.g. joining in, including others, etc.
- about what causes arguments between friends
- how to positively resolve arguments between friends
- how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else

#### Safe relationships

- how to recognise hurtful behaviour, including online
- what to do and whom to tell if they see or experience hurtful behaviour, including online
- about what bullying is and different types of bullying
- how someone may feel if they are being bullied
- about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help
- how to resist pressure to do something that feels uncomfortable or unsafe
- how to ask for help if they feel unsafe or worried and what vocabulary to use

#### Respecting ourselves and others

- about the things they have in common with their friends, classmates, and other people
- how friends can have both similarities and differences
- how to play and work cooperatively in different groups and situations
- how to share their ideas and listen to others, take part in discussions, and give reasons for their views

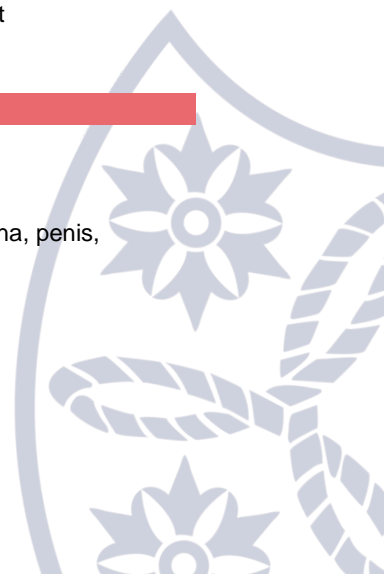
### Health and Wellbeing

#### Physical Health and Mental Wellbeing

- about routines and habits for maintaining good physical and mental health
- why sleep and rest are important for growing and keeping healthy
- that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies
- the importance of, and routines for, brushing teeth and visiting the dentist
- about food and drink that affect dental health
- how to describe and share a range of feelings
- ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others
- how to manage big feelings including those associated with change, loss and bereavement
- when and how to ask for help, and how to help others, with their feelings

#### Growing and Changing

- about the human life cycle and how people grow from young to old
- how our needs and bodies change as we grow up
- to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- about change as people grow up, including new opportunities and responsibilities
- preparing to move to a new class and setting goals for next year





## Keeping Safe

- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- how to respond if there is an accident and someone is hurt
- about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

## Living in the Wider World

### Belonging to a community

- about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups
- about different rights and responsibilities that they have in school and the wider community
- about how a community can help people from different groups to feel included
- to recognise that they are all equal, and ways in which they are the same and different to others in their community

### Media Literacy and Digital Resilience

- the ways in which people can access the internet e.g. phones, tablets, computers
- to recognise the purpose and value of the internet in everyday life
- to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos
- that information online might not always be true

### Money and Work

- about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments
- how money can be kept and looked after
- about getting, keeping and spending money
- that people are paid money for the job they do
- how to recognise the difference between needs and wants
- how people make choices about spending money, including thinking about needs and wants





## Year 3 PSHE

### Relationships

#### Families and Friendships

- to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
- that being part of a family provides support, stability and love
- about the positive aspects of being part of a family, such as spending time together and caring for each other
- about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
- to identify if/when something in a family might make someone upset or worried
- what to do and whom to tell if family relationships are making them feel unhappy or unsafe

#### Safe relationships

- What is appropriate to share with friends, classmates, family and wider social groups including online
- about what privacy and personal boundaries are, including online
- basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
- that bullying and hurtful behaviour is unacceptable in any situation
- about the effects and consequences of bullying for the people involved
- about bullying online, and the similarities and differences to face-to-face bullying
- what to do and whom to tell if they see or experience bullying or hurtful behaviour

#### Respecting ourselves and others

- to recognise respectful behaviours e.g. helping or including others, being responsible
- how to model respectful behaviour in different situations e.g. at home, at school, online
- the importance of self-respect and their right to be treated respectfully by others
- what it means to treat others, and be treated, politely
- the ways in which people show respect and courtesy in different cultures and in wider society

### Health and Wellbeing

#### Physical Health and Mental Wellbeing

- about the choices that people make in daily life that could affect their health
- to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)
- what can help people to make healthy choices and what might negatively influence them
- about habits and that sometimes they can be maintained, changed or stopped
- the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle
- what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
- that regular exercise such as walking or cycling has positive benefits for their mental and physical health
- about the things that affect feelings both positively and negatively
- strategies to identify and talk about their feelings
- about some of the different ways people express feelings e.g. words, actions, body language
- to recognise how feelings can change overtime and become more or less powerful





## Growing and Changing

- that everyone is an individual and has unique and valuable contributions to make
- to recognise how strengths and interests form part of a person's identity
- how to identify their own personal strengths and interests and what they're proud of (in school, out of school)
- to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues
- basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

## Keeping Safe

- how to identify typical hazards at home and in school
- how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen
- about fire safety at home including the need for smoke alarms
- the importance of following safety rules from parents and other adults
- how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

## Living in the Wider World

### Belonging to a community

- the reasons for rules and laws in wider society
- the importance of abiding by the law and what might happen if rules and laws are broken
- what human rights are and how they protect people
- to identify basic examples of human rights including the rights of children
- about how they have rights and also responsibilities
- that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn

## Media Literacy and Digital Resilience

- how the internet can be used positively for leisure, for school and for work
- to recognise that images and information online can be altered or adapted and the reasons for why this happens
- strategies to recognise whether something they see online is true or accurate
- to evaluate whether a game is suitable to play or a website is appropriate for their age-group
- to make safe, reliable choices from search results
- how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication

## Money and Work

- about jobs that people may have from different sectors e.g. teachers, business people, charity work
- that people can have more than one job at once or over their lifetime
- about common myths and gender stereotypes related to work
- to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM
- about some of the skills needed to do a job, such as teamwork and decision-making
- to recognise their interests, skills and achievements and how these might link to future jobs
- how to set goals that they would like to achieve this year e.g. learn a new hobby

## Year 4 PSHE

### Relationships





## Families and Friendships

- about the features of positive healthy friendships such as mutual respect, trust and sharing interests
- strategies to build positive friendships
- how to seek support with relationships if they feel lonely or excluded
- how to communicate respectfully with friends when using digital devices
- how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know
- what to do or whom to tell if they are worried about any contact online

## Safe relationships

- to differentiate between playful teasing, hurtful behaviour and bullying, including online
- how to respond if they witness or experience hurtful behaviour or bullying, including online
- recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable
- how to manage pressures associated with dares
- when it is right to keep or break a confidence or share a secret
- how to recognise risks online such as harmful content or contact
- how people may behave differently online including pretending to be someone they are not
- how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online

## Respecting ourselves and others

- to recognise differences between people such as gender, race, faith
- to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations
- about the importance of respecting the differences and similarities between people
- a vocabulary to sensitively discuss difference and include everyone

## Health and Wellbeing

### Physical Health and Mental Wellbeing

- to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
- what good physical health means and how to recognise early signs of physical illness
- that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary
- how to maintain oral hygiene and dental health, including how to brush and floss correctly
- the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

## Growing and Changing

- how to recognise, respect and express their individuality and personal qualities
- ways to boost their mood and improve emotional wellbeing
- about the link between participating in interests, hobbies and community groups and mental wellbeing

## Keeping Safe

- the importance of taking medicines correctly and using household products safely
- to recognise what is meant by a 'drug'





- that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
- to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
- to identify some of the risks associated with drugs common to everyday life
- that for some people using drugs can become a habit which is difficult to break
- how to ask for help or advice

## **Living in the Wider World**

### **Belonging to a community**

- the meaning and benefits of living in a community
- to recognise that they belong to different communities as well as the school community
- about the different groups that make up and contribute to a community
- about the individuals and groups that help the local community, including through volunteering and work
- how to show compassion towards others in need and the shared responsibilities of caring for them

### **Media Literacy and Digital Resilience**

- that everything shared online has a digital footprint
- that organisations can use personal information to encourage people to buy things
- to recognise what online adverts look like
- to compare content shared for factual purposes and for advertising
- why people might choose to buy or not buy something online e.g. from seeing an advert
- that search results are ordered based on the popularity of the website and that this can affect what information people access

### **Money and Work**

- how people make different spending decisions based on their budget, values and needs
- how to keep track of money and why it is important to know how much is being spent
- about different ways to pay for things such as cash, cards, e-payment and the reasons for using them
- that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

## **Year 5 PSHE**

### **Relationships**

#### **Families and Friendships**

- what makes a healthy friendship and how they make people feel included
- strategies to help someone feel included
- about peer influence and how it can make people feel or behave
- the impact of the need for peer approval in different situations, including online
- strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication
- that it is common for friendships to experience challenges
- strategies to positively resolve disputes and reconcile differences in friendships
- that friendships can change over time and the benefits of having new and different types of friends
- how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
- when and how to seek support in relation to friendships





## Safe relationships

- to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- how to ask for, give and not give permission for physical contact
- how it feels in a person's mind and body when they are uncomfortable
- that it is never someone's fault if they have experienced unacceptable contact
- how to respond to unwanted or unacceptable physical contact
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- whom to tell if they are concerned about unwanted physical contact

## Respecting ourselves and others

- to recognise that everyone should be treated equally
- why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
- the impact of discrimination on individuals, groups and wider society
- ways to safely challenge discrimination
- how to report discrimination online

## Health and Wellbeing

### Physical Health and Mental Wellbeing

- how sleep contributes to a healthy lifestyle
- healthy sleep strategies and how to maintain them
- about the benefits of being outdoors and in the sun for physical and mental health
- how to manage risk in relation to sun exposure, including skin damage and heat stroke
- how medicines can contribute to health and how allergies can be managed
- that some diseases can be prevented by vaccinations and immunisations
- that bacteria and viruses can affect health
- how they can prevent the spread of bacteria and viruses with everyday hygiene routines
- to recognise the shared responsibility of keeping a clean environment

## Growing and Changing

- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- that for some people their gender identity does not correspond with their biological sex
- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel

## Keeping Safe

- to identify when situations are becoming risky, unsafe or an emergency
- to identify occasions where they can help take responsibility for their own safety
- to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
- how to deal with common injuries using basic first aid techniques
- how to respond in an emergency, including when and how to contact different emergency services
- how to protect personal information online
- to identify potential risks of personal information being misused
- strategies for dealing with requests for personal information or images of themselves



- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/ images online
- about the different age rating systems for social media, T.V, films, games and online gaming
- why age restrictions are important and how they help people make safe decisions about what to watch, use or play

## Living in the Wider World

### Belonging to a community

- about how resources are allocated and the effect this has on individuals, communities and the environment
- the importance of protecting the environment and how everyday actions can either support or damage it
- how to show compassion for the environment, animals and other living things
- about the way that money is spent and how it affects the environment
- to express their own opinions about their responsibility towards the environment

### Media Literacy and Digital Resilience

- to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
- basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
- that some media and online content promote stereotypes
- how to assess which search results are more reliable than others
- to recognise unsafe or suspicious content online
- how devices store and share information

### Money and Work

- to identify jobs that they might like to do in the future
- about the role ambition can play in achieving a future career
- how or why someone might choose a certain career
- about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values
- the importance of diversity and inclusion to promote people's career opportunities
- about stereotyping in the workplace, its impact and how to challenge it
- that there is a variety of routes into work e.g. college, apprenticeships, university, training

## Year 6 PSHE

### Relationships

#### Families and Friendships





- what it means to be attracted to someone and different kinds of loving relationships
- that people who love each other can be of any gender, ethnicity or faith
- the difference between gender identity and sexual orientation and everyone's right to be loved
- about the qualities of healthy relationships that help individuals flourish
- ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- that people have the right to choose whom they marry or whether to get married
- that to force anyone into marriage is illegal
- how and where to report forced marriage or ask for help if they are worried

## Safe relationships

- to compare the features of a healthy and unhealthy friendship
- about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- strategies to respond to pressure from friends including online
- how to assess the risk of different online 'challenges' and 'dares'
- how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- how to get advice and report concerns about personal safety, including online
- what consent means and how to seek and give/not give permission in different situations

## Respecting ourselves and others

- about the link between values and behaviour and how to be a positive role model
- how to discuss issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements

## Health and Wellbeing

### Physical Health and Mental Wellbeing

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

## Growing and Changing

- how to identify external genitalia and reproductive organs



- about the physical and emotional changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- how to get information, help and advice about puberty
- **identify the links between love, committed relationships and conception**
- **what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults**
- **how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb**
- **about the responsibilities of being a parent or carer and how having a baby changes someone's life**
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- practical strategies that can help to manage times of change and transition e.g. practicing the bus route to secondary school

## Keeping Safe

- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions

## Living in the Wider World

### Belonging to a community

- what prejudice means
- to differentiate between prejudice and discrimination
- how to recognise acts of discrimination
- strategies to safely respond to and challenge discrimination
- how to recognise stereotypes in different contexts and the influence they have on
- attitudes and understanding of different groups
- how stereotypes are perpetuated and how to challenge this

### Media Literacy and Digital Resilience

- about the benefits of safe internet use e.g. learning, connecting and communicating
- how and why images online might be manipulated, altered, or faked
- how to recognise when images might have been altered
- why people choose to communicate through social media and some of the risks and challenges of doing so
- that social media sites have age restrictions and regulations for use
- the reasons why some media and online content is not appropriate for children
- how online content can be designed to manipulate people's emotions and encourage them to read or share things
- about sharing things online, including rules and laws relating to this
- how to recognise what is appropriate to share online
- how to report inappropriate online content or contact

### Money and Work

- about the role that money plays in people's lives, attitudes towards it and what influences decisions about money



- about value for money and how to judge if something is value for money
- how companies encourage customers to buy things and why it is important to be a critical consumer
- how having or not having money can impact on a person's emotions, health and wellbeing
- about common risks associated with money, including debt, fraud and gambling
- how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- how to get help if they are concerned about gambling or other financial risks

## Appendix 2 Withdrawal Form:

To be completed by parents			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			







Parent signature	
To be completed by the school	
Agreed actions from discussion with parents	

## Appendix 3: Statutory Requirements

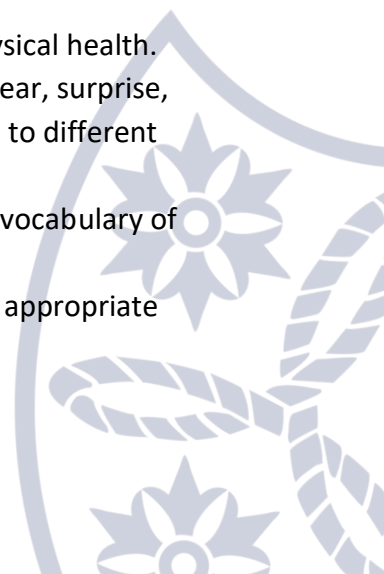
### **Physical health and mental wellbeing: Primary**

By the end of primary school:

#### Mental wellbeing

Pupils should know

- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.





- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- 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.
- 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).
- 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.

## Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- 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.
- 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.
- 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.





## Physical health and fitness

Pupils should know:

- 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 risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

## Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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).

## Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- 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 facts and science relating to allergies, immunisation and vaccination.

## Basic first aid

Pupils should know:

- 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.

## Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

## Appendix 4: Statutory Requirements

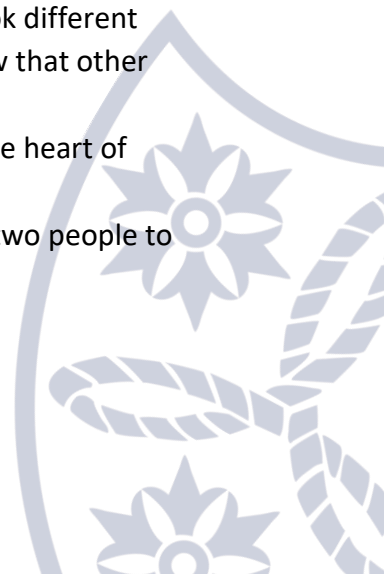
### **Relationships Education: Primary**

By the end of primary school:

#### Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.





- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## Caring friendships

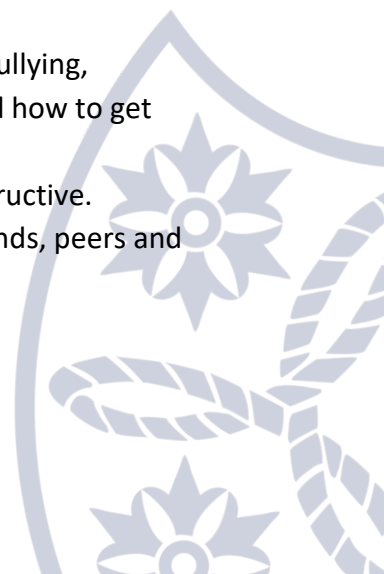
Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

## Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.





## Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

Reviewed: September 2023 C.Swain D.Speakman

To be reviewed: September 2024

