

RSE POLICY

February 2021

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Approved by	Governing Board
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Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

Aims & purpose of the policy

At Cheadle Heath Primary school we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

At Cheadle Heath, we understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships and sex curriculum, providing clarity on how it is informed, organised and delivered. The appendices give our full PSHE curriculum with the RSE strands contained within it.

This policy covers our school's approach to PSHE and RSE. It was produced in consultation with staff, governors, parents and pupils.

Policy Availability

This policy will be available on the school website. Paper copies will also be available on request from the school office. Parents and Carers will be informed about the policy through school newsletter.

Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. For the purpose of this policy, "health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. The relationships and health curriculum takes into account the views of teachers, pupils and parents/carers. We are dedicated to ensuring our curriculum meets the needs of the whole-school community. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the content set out further in this policy. The RSE programme will be planned and delivered through regular PSHE lessons using a range of teaching methods and interactive activities. We will encourage learning in context and cross curricular links to enhance the pupils' understanding and knowledge. Regular PSHE lessons may be supplemented by one off activities and events but the core of learning will happen through discrete timetabled PSHE lessons. Lessons will be taught by class teachers and familiar adults. Where external providers do support the curriculum eg NSPCC assemblies we will discuss the content and ensure it follows our school's curriculum coverage. Lessons will be planned to take into account the needs of all pupils including those with SEND. Resources to support RSE provision will be regularly reviewed and

available to parents to view. An overview of learning in each year group can be found in Appendix B at the end of this policy.

When appropriate, we consult with parents/ carers, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the head teacher.
- Emailing headteacher@cheadleheath-pri.stockport.sch.uk
- Contacting the governing body of the school that have overall accountability for the implementation of the statutory curriculum.

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents/carers and pupils.

Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

Roles and Responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents/carers on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents/carers are fully informed of this policy.
- Reviewing requests from parents/ carers to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents/ carers.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.

- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for **all pupils**.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE subject leader to evaluate the quality of provision.

The SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Consultation with parents/carers

The school works closely with parents by establishing open communication – all parents/carers are consulted in the development and delivery of the curriculum and when this will take place.

The school aims to build positive relationships with parents/ carers by informing them through letter what will be taught. Teachers are made readily available to discuss any concerns and to help parents/carers in managing conversations with their children on the issues covered by the curriculum.

RSE overview

As set out by the DfE, it is a statutory requirement that all children in Primary School access a relationships based curriculum. At Cheadle Heath, this is delivered through our PSHE curriculum, which is progressive and builds on from children's prior knowledge year after year. The topics are broken down into three curriculum strands: Living in the wider world, Health and Wellbeing and Relationships. Please see Appendix A to see the RSE objectives that pupils should know by the end of primary school.

Sex education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place.

This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that

boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

- All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender identity
- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- Teachers understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual harassment.
- When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the age range of our pupils.
- In order to foster healthy and respectful peer-to-peer communication and behaviour between children, the school implements a robust Behavioural Policy, as well as a Safeguarding Policy, which set out expectations of pupils.

Withdrawing from subjects

Relationships and health education are statutory at primary and parents/carers do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum.

- The head teacher will automatically grant withdrawal requests however, the head teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The head teacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- The head teacher will keep a record of the discussion between themselves, the pupil and the parent.
- The head teacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- The parent will be informed in writing of the head teacher's decision.

- Where a pupil is withdrawn from sex education, the head teacher will ensure that the pupil receives appropriate alternative education.

Confidentiality

- Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- Teachers will, however, alert the head teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding Policy.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Safeguarding Policy.

Monitoring and Review

- This policy will be reviewed on a two annual basis by the relationships, sex and health education subject leader and head teacher. The next scheduled review date for this policy is date: January 2020
- This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents/carers, staff or pupils, and issues in the school or local area that may need addressing.
- The governing board is responsible for approving this policy.
- Any changes made to this policy will be communicated to all staff, parents/carers and, where necessary, pupils.

Appendix A

RSE Statutory Guidance coverage

Relationships Education

Families and people who care for me

By the end of Primary School, children should know:

- That families are important for them 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/civil partnership 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

By the end of primary school, pupils will 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships (Link with computing)

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

Appendix B

CHPS PSHE Curriculum

The three strands are colour coded

Relationships
Living in the wider world
Health and wellbeing

Year Y1/2 Cycle A PSHE		
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Spring 1 What jobs to do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
Spring 2 What helps us to stay safe?	Health and wellbeing Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

Year Y1/2 Cycle A PSHE

<p>Summer 1</p> <p>What helps us to grow and stay healthy?</p>	<p>Health and wellbeing</p> <p>Being healthy; eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun
<p>Summer 2</p> <p>How do we recognise our feelings?</p>	<p>Health and wellbeing</p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it

Year Y1/2 Cycle B PSHE		
<p>Autumn 1</p> <p>What is the same and what is different about us?</p>	<p>Relationships</p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p>	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
<p>Autumn 2</p> <p>Who is special to us?</p>	<p>Relationships</p> <p>Ourselves and others; people who care for us; groups who we belong to;</p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features - what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried •
<p>Spring 1</p> <p>What helps us stay healthy?</p>	<p>Health and wellbeing</p> <p>Being healthy; hygiene; medicines; people who help us with health</p> <p>PoS refs: H1, H5, H6, H7, H10, H37</p>	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing •
<p>Spring 2</p> <p>What can we do with money?</p>	<p>Living in the wider world</p> <p>Money; making choices, needs and wants</p> <p>PoS refs: L10, L11, L12, L13</p>	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this •

Year Y1/2 Cycle B PSHE

<p>Summer 1</p> <p>Who helps to keep us safe?</p>	<p>Health and wellbeing</p> <p>Keeping safe; people who help us</p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say •
<p>Summer 2</p> <p>How can we look after each other and the world??</p>	<p>Living in the wider world</p> <p>Ourselves and others; the world around us; caring for others; growing and changing</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p>	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group

Year 3 PSHE

<p>Autumn 1</p> <p>How can we be a good friend?</p>	<p>Relationships</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>PoS refs: R10, R11, R13, R14, R17, R18</p>	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
<p>Autumn 2</p> <p>What keeps us safe?</p>	<p>Health and wellbeing</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <p>PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p>	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services
<p>Spring 1</p> <p>What are families like?</p>	<p>Relationships</p> <p>Families; family life; caring for each other</p> <p>PoS refs: R5, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
<p>Spring 2</p> <p>What makes a community?</p>	<p>Living in the wider world</p> <p>Community; belonging to groups; similarities and differences; respect for others</p> <p>PoS refs: R32, R33, L6, L7, L8</p>	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them

Year 3 PSHE

<p>Summer 1</p> <p>Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing</p> <p>Being healthy; eating well, dental care</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<ul style="list-style-type: none">• how to eat a healthy diet and the benefits of nutritionally rich foods• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health• how people make choices about what to eat and drink, including who or what influences these• how, when and where to ask for advice and help about healthy eating and dental care
<p>Summer 2</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing</p> <p>Being healthy; keeping active, taking rest</p> <p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none">• how regular physical activity benefits bodies and feelings• how to be active on a daily and weekly basis - how to balance time online with other activities• how to make choices about physical activity, including what and who influences decisions• how the lack of physical activity can affect health and wellbeing• how lack of sleep can affect the body and mood and simple routines that support good quality sleep• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

Year 4 PSHE

<p>Autumn 1</p> <p>What strengths, skills and interests do we have?</p>	<p>Health and wellbeing</p> <p>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p>PoS refs: H27, H28, H29, L25</p>	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
<p>Autumn 2</p> <p>How do we treat each other with respect?</p>	<p>Relationships</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns •
<p>Spring 1</p> <p>How can our choices make a difference to others and the environment?</p>	<p>Living in the wider world</p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p>	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way

Year 4 PSHE

<p>Spring 2</p> <p>How can we manage risk in different places?</p>	<p>Health and wellbeing</p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to • help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
<p>Summer 1</p> <p>How can we manage our feelings?</p>	<p>Health and Wellbeing</p> <p>Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H17, H18, H19, H20, H23</p>	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings
<p>Summer 2</p> <p>How will we grow and change?</p>	<p>Health and wellbeing</p> <p>Growing and changing; puberty</p> <p>PoS refs: H31, H32, H34</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty

Year 5/6 Cycle A PSHE

<p>Autumn 1</p> <p>What makes up our identity?</p>	<p>Health and wellbeing</p> <p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>PoS refs: H25, H27, H27, R32, L9</p>	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
<p>Autumn 2</p> <p>How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing</p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>Pos refs: H1, H3, H4, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs
<p>Spring 1</p> <p>How can we help in an accident or emergency?</p>	<p>Health and Wellbeing</p> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p>	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help
<p>Spring 2</p> <p>How can friends communicate safely?</p>	<p>Relationships</p> <p>Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety

Summer Term – PSHE will be in separate year groups for Year 5 and Year 6

Year 5/6 Cycle B PSHE

<p>Autumn 1&2</p> <p>How can we keep healthy as we grow?</p>	<p>Health and wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: how to plan a healthy meal, how to stay physical active, how to maintain good dental hygiene, food and drink choices, how to benefit from and stay safe in the sun, how and why to balance time spent online with other activities, how sleep contributes to a healthy lifestyle; how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy, strategies to help change or break an unhealthy habit or take up a new healthy habit • how legal and illegal drugs can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support
<p>Spring 1&2</p> <p>How can the media influence people?</p>	<p>Living in the wider world</p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints

Summer Term – PSHE will be in separate year groups for Year 5 and Year 6

Summer Term Year 5

<p>Summer 1</p> <p>What decisions can people make with money?</p>	<p>Living in the wider world</p> <p>Money; making decisions; spending and saving</p> <p>PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<ul style="list-style-type: none"> how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
<p>Summer 2</p> <p>What jobs would we like?</p>	<p>Living in the wider world</p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some maybe voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how people choose a career/job and what influences their decision, including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

Summer Term Year 6

<p>Summer 1&2</p> <p>What will change as we become more independent?</p>	<p>Relationships</p> <p>Different relationships; changing and growing, adulthood, independence;, moving to secondary school</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> that people have different kinds of relationships in their lives, including romantic or intimate relationships that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime how puberty relates to growing from childhood to adulthood about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made how growing up and becoming more independent comes with increased opportunities and responsibilities how friendships may change as they grow and how to manage this how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
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