



# **Personal, Social and Health Education Policy**

*Allesley Primary School*

*January 2023*

# **Personal, Social and Health Education Policy**

*Name of school: Allesley Primary School*

*Date of policy: January 2023*

*Members of staff responsible for Relationships Education and Health Education:*

*Headteacher - Mrs L Hoey*

*Co Chair Governor - Mrs D Ranchhod*

*PSHE Subject Lead – Louise Smith*

*Review date: January 2024*

## **1. Policy Development**

This policy was developed in consultation with pupils, staff, parents and governors. This involved the following steps:

1. A review of current practice (including pupil consultation) and of relevant national and local guidance
2. A Staff consultation
3. Parent/stakeholder consultation
4. Ratification

## **2. Statutory Requirements**

The *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

These new statutory requirements do not extend to sex education at KS 1 and 2 beyond the biological/reproductive aspects that schools are already required to cover in science (See appendix).

However, the Department for Education strongly recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. At Allesley Primary School, pupils receive sex education in the summer term of Year 6.

We interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and included in either Health Education or National Curriculum Science.

Further legislation and statutory guidance informing this policy includes:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Promoting Fundamental British Values as Part of SMSC in Schools (DfE, 2014)

### **3. Relationships Education**

Relationships Education should provide pupils with “the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults” *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*. There is also clear reference to online relationships.

Pupils will learn that families can look different but that these differences should be respected and that the characteristics of healthy relationships and family lives remain the same.

Pupils should develop an understanding of self respect and respect for others so that they know how to manage conflict or feelings. Pupils should understand how to seek help if relationships make them uncomfortable or unhappy.

There is particular reference to knowing “that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact” *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*.

See the appendix for the full list of statutory content.

### **4. Ethos**

At Allesley Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. We want them to have the knowledge to be able to make informed decisions about their wellbeing, health and relationships.

In line with our school values, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

### **5. Curriculum and Teaching**

We welcome the Relationships Education and Health Education guidance and will be delivering the content within the context of a wider Personal, Social, Health and

Economic Education curriculum (PSHE). We will continue to use a whole-school programme of study – ‘Coram Life Education SCARF’ - that has been updated to include the statutory Relationships Education requirements.

This is supported by a Protective Behaviours programme of study (See appendices). The programme teaches children how to recognise when they are not feeling safe and provides skills and tools to take action and seek help when needed.

The programme content includes:

- Understanding what helps us to feel safe and what that feels like
- Exploring times when it is fun to feel scared
- Teaching children to trust their own early warning signs (body signals that tell them when they are not feeling safe)
- Body awareness and privacy including giving correct anatomical names for body parts including genitalia: penis, vulva, vagina, anus, bottom, breast, nipple
- Understanding how to manage risky situations
- Identifying who they can talk to if they are feeling worried or unsafe

The sex education content is taught following the Year 6 Coram Life Education SCARF unit ‘Growing and Changing’ and supplemented with booklets from Topical Resources. Lessons are delivered by class teachers. Based on pupils’ and teachers’ previous experience teaching sex education content, pupils are separated into gender groups for teaching. They receive exactly the same content.

Relationships Education and Health Education will be embedded within wider PSHE teaching delivered weekly by class teachers to whole class groups. This includes lessons introducing puberty and menstruation. It will be delivered through a range of teaching methods and by using a range of resources. An overview of content can be found in the policy appendices.

We will maintain a safe learning environment by ensuring that pupils understand the need to respect one another; handling issues sensitively and distancing topics from individual pupils. All staff are fully aware of safeguarding and of passing any disclosures or concerns on to Designated Safeguarding Leads.

We will ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers).

We are aware that our pupils and their families have a variety of backgrounds and these will be taken into account when teaching. Within Relationships Education teaching, we will seek to promote respect for, and understanding of, the views of different ethnic, religious or cultural groups.

In delivering all aspects of PSHE, including sex education, we will also take account of pupils’ individual needs (such as emotional and behavioural difficulties) so that content is delivered at a level which is appropriate for them. This may mean adapting content or delivery.

## **6. Role and Responsibilities**

The governing board will approve the Personal, Social and Health Education policy and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that Relationships Education and Health Education are taught consistently across the school.

The PSHE lead (Louise Smith) is responsible for monitoring the delivery of Relationships Education and Health Education through book scrutinies, discussion with staff and discussion with pupils.

Staff should deliver PSHE in a sensitive way, modelling positive attitudes to Relationships Education and responding to individual pupils needs. Staff are also responsible for monitoring teaching and pupil understanding. Staff will be given opportunity to receive training and professional development.

Pupils are expected to engage fully in PSHE and to treat others with respect and sensitivity.

The role of parents or carers in developing children's understanding about relationships is vital. Parents should model and support positive attitudes to relationships and be given the opportunity to support and follow up teaching at home.

## **7. Monitoring and Evaluation**

Whilst it would be inappropriate to score and level pupils' PSHE, pupils' needs and progress will be monitored through ongoing informal assessment and through identified assessment opportunities before and after completing units of work.

Teachers will critically reflect on their work in delivering PSHE, adapting and amending planned learning activities as needed.

Pupils will have opportunities to review and reflect on their learning during lessons and student voice will be influential in adapting and amending planned learning activities.

The PSHE lead will monitor and evaluate provision through scrutiny of work and assessments and discussions with pupils and staff.

## **8. Parental concerns and withdrawal of students**

We recognise the importance of home school partnership in supporting effective PSHE provision. As such, we are keen to ensure that parents/carers understand the purpose

and content of Relationships Education and Health Education. We have sought and responded to parent/carers views in the formation of this policy and the planning of teaching. An overview of the content that will be taught is provided in the appendices of this policy.

Under the statutory guidance *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019* parents/carers do not have the right to withdraw pupils from Relationships Education or Health Education. They do not have the right to withdraw pupils from statutory Science content either.

Prior to the teaching of the non-statutory sex education content in Year 6 an outline of content and resources will be shared with parents and carers. Parents will be offered support in talking to their children about sex education and how to link this with what is being taught in school. Parents will also be given further opportunities to share any concerns or queries with school and informed of their right to opt pupils out of the non-statutory sex education content (conception).

## **9. Dissemination of the Policy**

This policy has been shared with staff, governors and parents/carers. It is available on the school website and further copies can be obtained from the school office if requested.

## **10. Policy Review and Development Plan**

This policy will be reviewed in July 2022 to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

## Appendices

- Statutory content of Relationships Education and Health Education
- PSHE programme content overview
- Protective Behaviours Programme content overview
- Relevant statutory Science Programme of Study



## Relationships Education, Relationships and Sex Education (RSE) and Health Education

### Statutory Content

#### Relationships Education

#### By the end of primary school:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li></ul>
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	<ul style="list-style-type: none"> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>

	<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## Statutory Content

### Health Education

#### **By the end of primary school:**

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li></ul>
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<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>



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

<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
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## Nursery PSHE Coverage

Unit	Key Themes
<b>Me and My Relationships</b>	<p>Marvellous me!</p> <p>I'm special</p> <p>People who are special to me</p>
<b>Valuing Difference</b>	<p>Me and my friends</p> <p>Friends and family</p> <p>Including everyone</p>
<b>Keeping Myself Safe</b>	<p>People who help to keep me safe (N)</p> <p>Safety Indoors and Outdoors</p> <p>What's safe to go into my body</p>
<b>Rights and Responsibilities</b>	<p>Looking after myself</p> <p>Looking after others</p> <p>Looking after my environment</p>
<b>Being my Best</b>	<p>What does my body need?</p> <p>I can keep trying</p> <p>I can do it!</p>

Unit	Key Themes
<b>Me and My Relationships</b>	<p>All about me</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me?</p> <p>My feelings</p>
<b>Valuing Difference</b>	<p>I'm special, you're special</p> <p>Same and different</p> <p>Same and different families</p> <p>Same and different homes</p> <p>Kind and caring</p>
<b>Keeping Myself Safe</b>	<p>What's safe to go onto my body</p> <p>Keeping Myself Safe - What's safe to go into my body (including medicines)</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p>
<b>Rights and Responsibilities</b>	<p>Looking after my special people</p> <p>Looking after my friends</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money (1): recognising, spending, using</p> <p>Looking after money (2): saving money and keeping it safe</p>
<b>Being my Best</b>	<p>Bouncing back when things go wrong</p> <p>Yes, I can!</p> <p>Healthy eating (1)</p> <p>Healthy eating (2)</p> <p>Move your body</p>



	A good night's sleep
<b>Growing and Changing</b>	Seasons Life Stages Different families Getting bigger Me and my body - girls and boys

## Y1 PSHE Coverage

Unit	Key Themes
<b>Me and My Relationships</b>	<p>Why we have classroom rules</p> <p>Thinking about feelings</p> <p>Our feelings</p> <p>Feelings and bodies</p> <p>Our Special People</p> <p>Good friends</p> <p>How are you listening?</p>
<b>Valuing Difference</b>	<p>Same or different?</p> <p>Unkind, tease or bully?</p> <p>Harold's school rules</p> <p>Who are our special people?</p> <p>It's not fair!</p>
<b>Keeping Myself Safe</b>	<p>Healthy me</p> <p>Super sleep</p> <p>Who can help? (1)</p> <p>Harold loses Geoffrey</p> <p>What could Harold do?</p> <p>Good or bad touches?</p> <p>Sharing pictures</p>
<b>Rights and Responsibilities</b>	<p>wash and brush up</p> <p>Around and about the school</p> <p>Taking care of something</p> <p>Harold's money</p> <p>How should we look after our money?</p> <p>Basic first aid</p>
<b>Being my Best</b>	<p>I can eat a rainbow</p> <p>Eat well</p> <p>Catch it! Bin it! Kill it!</p> <p>Harold learns to ride his bike</p> <p>Pass on the praise!</p>

	Harold has a bad day
<b>Growing and Changing</b>	<p>Inside my wonderful body!</p> <p>Taking care of a baby</p> <p>Then and now</p> <p>Who can help? (2)</p> <p>Surprises and secrets</p> <p>Keeping privates private</p>

Unit	Themes
<b>Me and My Relationships</b>	<p>Our ideal classroom (1)</p> <p>Our ideal classroom (2)</p> <p>How are you feeling today?</p> <p>Bullying or teasing?</p> <p>Don't do that!</p> <p>Types of bullying</p> <p>Being a good friend</p> <p>Let's all be happy!</p>
<b>Valuing Difference</b>	<p>What makes us who we are?</p> <p>How do we make others feel?</p> <p>My special people</p> <p>When someone is feeling left out</p> <p>An act of kindness</p> <p>Solve the problem</p>
<b>Keeping Myself safe</b>	<p>Harold's picnic</p> <p>How safe would you feel?</p> <p>What should Harold say?</p> <p>I don't like that!</p> <p>Fun or not?</p> <p>Should I tell?</p> <p>Some secrets should never be kept</p>
<b>Rights and Responsibilities</b>	<p>Getting on with others</p> <p>When I feel like erupting</p> <p>Feeling safe</p> <p>How can we look after our environment?</p> <p>Harold saves for something special</p> <p>Harold goes camping</p> <p>Playing games</p>

Unit	Themes
<b>Being my Best</b>	<p>You can do it!</p> <p>My day</p> <p>Harold's postcard - helping us to keep clean and healthy</p> <p>Harold's bathroom</p> <p>My body needs...</p> <p>What does my body do?</p>
<b>Growing and Changing</b>	<p>A helping hand</p> <p>Sam moves away</p> <p>Haven't you grown!</p> <p>My body, your body</p> <p>Respecting privacy</p> <p>Basic first aid</p>

Unit	Themes
<b>Me and My Relationships</b>	As a rule My special pet Looking after our special people How can we solve this problem? Dares Friends are special
<b>Valuing Difference</b>	Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences
<b>Keeping Myself Safe</b>	Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts None of your business! Help or harm?
<b>Rights and Responsibilities</b>	Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money
<b>Being my best</b>	Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents

<b>Growing and Changing</b>	Relationship Tree Body space Secret or surprise? My changing body – puberty, periods Basic first aid

unit	Themes
<b>Me and My Relationships</b>	Recognising feelings
	Bullying
	Assertive skills
<b>Valuing Difference</b>	Recognising and celebrating difference (including religions and cultural difference)
	Understanding and challenging stereotypes
<b>Keeping Myself Safe</b>	Managing risk
	Understanding the norms of drug use (cigarette and alcohol use)
	Influences
<b>Rights and Responsibilities</b>	Making a difference (different ways of helping others or the environment)
	Media influence
	Decisions about spending money
<b>Being my Best</b>	Having choices and making decisions about my health
	Taking care of my environment
<b>Growing and Changing</b>	Moving house
	My feelings are all over the place!
	All change - puberty
	Preparing for periods
	Understanding the difference between a secret or surprise
	Marriage



Unit	Themes
<b>Me and my Relationships</b>	Feelings
	Friendship skills, including compromise
	Assertive skills
<b>Valuing Difference</b>	Recognising and celebrating difference, including religions and cultural
	Influence and pressure of social media
<b>Keeping Myself Safe</b>	Managing risk, including staying safe online
	Drugs: true or false?
	Smoking: what is normal?
	Would you risk it?
<b>Rights and Responsibilities</b>	Rights and responsibilities
	Rights and responsibilities relating to my health
	Decisions about lending, borrowing and spending
<b>Being my Best</b>	Growing independence and taking responsibility
	Media awareness and safety
<b>Growing and Changing</b>	Managing difficult feelings
	Changing bodies and feelings
	Getting help

## Y 6 PSHE Coverage

Unit	Themes
<b>Me and My Relationships</b>	<p>Working together</p> <p>Let's negotiate</p> <p>Solve this friendship problem</p> <p>Assertiveness skills</p> <p>Behave yourself</p> <p>Responding to others</p> <p>Commitment</p> <p>It's a puzzle</p>
<b>Valuing Difference</b>	Recognising and reflecting on prejudice-based bullying
	Understanding Bystander behaviour
<b>Keeping Myself Safe</b>	<p>Think before you click!</p> <p>Emotions</p> <p>To share or not to share?</p> <p>Rat Park</p> <p>What sort of drug is...?</p> <p>Drugs: it's the law!</p> <p>Alcohol: what is normal?</p>
<b>Rights and Responsibilities</b>	Understanding media bias, including social media
	Caring: communities and the environment
	Earning and saving money
<b>Being My Best</b>	Aspirations and goal setting
	Managing risk

**Growing and Changing**

Helpful or unhelpful? Managing change

I look great!

Media manipulation

Pressure online

Is this normal?

Dear Ash

Making babies

What is HIV?

## 'Feeling Good, Feeling Safe' Protective Behaviours Learning Outcomes

Year Group	Lesson 1: Feeling Safe	Lesson 2: Feeling Unsafe	Lesson 3: Body Awareness	Lesson 4: Networks & Telling
Reception	<p>I can talk about and show how I feel.</p> <p>I know when I feel safe.</p> <p>I know when I feel happy</p>	<p>I know when I don't feel safe.</p> <p>I can show where <b>early warning signs</b> are in the body.</p> <p>I know that it's important to tell an adult when I don't feel safe.</p>	<p>I can name all the parts of my body.</p> <p>I know what touches I like and don't like.</p> <p>I know I can tell someone if I don't like the way someone touches me.</p>	<p>I can say when I need help and know who to ask.</p> <p>I understand that if I am worried about something I can talk to a trusted adult.</p>
Year 1	<p>I know when I feel safe and I can say what it feels like.</p> <p>I know what happens on the inside and the outside of my body when I am feeling safe and comfortable.</p> <p>I understand that different people can have different feelings about the same situation.</p>	<p>I know what happens on the inside and the outside of my body when I feel unsafe.</p> <p>I know what my own <b>early warning signs</b> are and when I might get them.</p>	<p>I know my body belongs to me and there are parts of my body that are private and should not be touched without my permission.</p> <p>I know that I need to keep myself and others safe.</p>	<p>I know that everyone has worries sometimes and I can talk about what my worries might be.</p> <p>I know that if I have a worry it is important to talk to someone about it who is on my <b>helping hand</b>.</p> <p>I know how to make myself heard when I want help.</p>
Year 2	<p>I understand that all children have rights and I know that I have the right to feel safe.</p> <p>I can talk about the people and places that help me feel safe and comfortable.</p> <p>I can find a safe place to go to in my mind when I feel worried or stressed.</p>	<p>I know why it is important to listen to my <b>early warning signs</b>.</p> <p>I understand what <b>fun to feel scared</b> means and why it is different to when I am unsafe.</p> <p>I can tell you what I like being scared by (what is <b>fun to feel scared</b> for me.)</p>	<p>I know the proper names for the parts of my body that are private (the ones covered by my underwear.)</p> <p>I can use the 'Underwear Rule' to help me stay safe.</p>	<p>I know the difference between secrets and surprises.</p> <p>I can recognise <b>safe and unsafe secrets</b> and who I feel safe to tell.</p> <p>I know the people who look after me and who to go to if I am worried.</p>

Year Group	Lesson 1. Feeling Safe	Lesson 2: Feeling Unsafe	Lesson 3: Body Awareness	Lesson 4: Networks & Telling
Year 3	<p>I know that a feeling is just a feeling, it's not good or bad, but that I have choices about my behaviour.</p> <p>I understand that I can feel different feelings at the same time.</p> <p>I understand that with my right to be safe comes a responsibility to keep others safe.</p>	<p>I can identify when I get my <b>early warning signs</b> but it is a <b>fun to feel scared</b> or <b>risking on purpose</b> situation.</p> <p>I know that it is sometimes important to take a risk on purpose to help me learn new things or get help.</p> <p>I can give an example of when I have responded positively to my <b>early warning signs</b>.</p>	<p>I understand the difference between safe and unsafe touches.</p> <p>I know that no one has the right to touch us in a way that feels unsafe, not even someone in our family.</p> <p>I can use <b>Stop-Think-Go</b> to help me know what my options are if I start to feel unsafe.</p>	<p>I know what characteristics someone who can help me has.</p> <p>I can tell you a time when I have asked for help in school.</p> <p>I know where to get help outside of school.</p>
Year 4	<p>I know about the 'United Nations Convention on the Rights of the Child' and how these help children to be safe.</p> <p>I understand that the behaviour of some people can affect the rights of others.</p> <p>I know that with all rights comes responsibilities.</p>	<p>I understand the difference between a <b>risk on purpose</b> and when something is unsafe.</p> <p>I can recognise that dares are not always safe.</p> <p>I know some ways to say 'no' to dares that feel unsafe and ways to resist peer pressure.</p>	<p>I understand the difference between treats, bribes and threats and how to keep myself safe.</p> <p>I can understand the difference between <b>safe and unsafe secrets</b> and understand when to tell.</p>	<p>I understand that telling someone on my <b>helping hand</b> about my worries can help me to deal with worries and feel safer.</p> <p>I can recognise that different people can help me with different things.</p> <p>I know that it is important to review the people who are on my <b>helping hand</b> and to know who I can talk to in an emergency.</p>

Year Group	Lesson 1: Feeling Safe	Lesson 2: Feeling Unsafe	Lesson 3: Body Awareness	Lesson 4: Networks & Telling
Year 5	<p>I understand that words can hurt other people's feelings.</p> <p>I understand how my behaviour and language can have an impact on others.</p> <p>I know how to step in/make a <b>safety stop</b> to keep myself safe.</p>	<p>I know the difference between a <b>fun to feel scared</b> and a <b>risking on purpose</b> activity.</p> <p>I understand the importance of <b>choice, control</b> and <b>time limit</b> in making safer choices.</p>	<p>I know that no-one has the right to hurt children, not even someone they know.</p> <p>I understand that we can talk with someone about anything, even if it feels awful or small.</p> <p>I know that sometimes secrets can be unsafe and must not be kept.</p>	<p>I can say what the characteristics of a good friendship are.</p> <p>I know how to get help if I feel unsafe with people.</p> <p>I can ask for help more than once if I need to.</p>
Year 6	<p>I understand that people don't show their feelings for a range of different reasons.</p> <p>I have the ability to recognise how stereotyping can stop us showing our feelings and keeping ourselves safe.</p>	<p>I know that <b>early warning signs</b> are caused by the 'flight, fight or freeze' response in our bodies.</p> <p>I understand why it is sometimes important to <b>risk on purpose</b>.</p> <p>I understand how and when anxiety might affect me.</p> <p>I know some positive ways to manage anxiety.</p>	<p>I know I need to ask and receive permission for some types of touch.</p> <p>I know when physical contact is unwanted and I know ways of resisting it.</p>	<p>I can recognise safe and unsafe people and places in the community.</p> <p>I understand that some people are more appropriate to talk to than others depending on the situation and what the issue is.</p>



## Statutory Science

### Year 1 Programme of Study

#### **Statutory requirements**

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

## **Year 5 programme of study**

### **Living things and their habitats**

#### **Statutory requirements**

Pupils should be taught to:

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

#### **Notes and guidance (non-statutory)**

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

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

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

### **Animals, including humans**

#### **Statutory requirements**

Pupils should be taught to:

- describe the changes as humans develop to old age.