



PSHE (incl. Relationships and Sex Education) Policy

<p>Other Information: This policy operates in conjunction with the following school policies: Child Protection and Safeguarding Policy Behavioural Policy SEND Policy Inclusion Policy Equal Opportunities Policy E-safety Policy Visitor Policy</p>	<p>Legal framework This policy has due regard to legislation and statutory guidance including, but not limited to, the following: - Section 80A of the Education Act 2002 - Children and Social Work Act 2017 - [Draft regulations] The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 - Equality Act 2010 (The school must not unlawfully discriminate against any pupil because of their:</p> <ul style="list-style-type: none"> • Age • Sex or sexual orientation • Race • Disability • Religion or belief • Gender reassignment • Pregnancy or maternity • Marriage or civil partnership) <p>- [Draft statutory guidance] DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' - DfE (2013) 'Science programmes of study: key stages 1 and 2'</p>
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Sources:

The Association of Science Education and PSHE Association

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (Draft statutory guidance)- February 2019

The School Bus

STATEMENT OF INTENT

At Ladybridge Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to personal, social and health education (which includes relationships and sex education), which must be delivered to every primary-aged pupil.

Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up, and equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

British values play an integral role in our PSHE curriculum:

- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- Democracy
- Individual liberty
- The rule of law

These help ensure equality, whilst also providing context and a consistency of approach.

WHY?

Personal, Social and Health Education underpins life at Ladybridge Primary School. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision-making to promote healthy lifestyles. Across the curriculum, there are many opportunities for pupils to develop and apply their PSHE knowledge/skills. This includes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life in British society.

WHAT?

The PSHE curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community, and must therefore take into account the religious backgrounds of all pupils. This will be further informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

The school always considers the age, development and physical and emotional maturity of pupils when deciding what will be taught in each year group. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to next stage of education.

Aspects of the PSHE curriculum will relate to and connect with different subjects within the primary National curriculum. For example, as part of DT, pupils will learn about healthy eating; in PE, pupils will learn about how to keep their bodies healthy; in Science, pupils learn about 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 (this aspect of the science curriculum is tailored to the age, and physical and emotional maturity of pupils, and ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

See appendices for curriculum overviews for Relationships Education, Health Education (mental and physical) and Sex Education.

Resources:

Resources are selected that are:

- age appropriate,
- non-discriminatory and
- in accordance with the values of the school.

Some resources chosen (will appear discriminatory) are used to challenge misconceptions, negative images and messages and stereotypes.

Resource materials, books and equipment are available for use by all staff. These are added to as teachers develop teaching and learning ideas. These are kept in the PPA room when not in use.

Resource Title	Detail	Year groups
Book: The Great Big Book of Feelings	Feelings	Rec-Y6 (selected pages)
Book: The Great Big Body Book	Body, gender,	Rec-Y6 (selected pages)
Book: The Great Big Book of Families	Families	Rec-Y6 (selected pages)
Book: Red – A crayon’s story	Gender	Rec-Y6
Book: Smeds and Smoos	Differences	Rec-Y6
Book: and tango makes three	Same sex relationships	4-6
DVD: Sense: ‘Making sense of growing up and keeping safe’ (Sex Education)	Section 1: Puberty Section 4: Sex	5-6

Local sources of support:

Public Health nurse

National sources of support:

[www.brooklearning](http://www.brooklearning.org) (eg.sexual behaviour traffic light tool)

<https://www.pshe-association.org.uk/>

<http://www.nhs.uk/change4life/Pages/change-for-life.aspx>

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk>

<https://www.womensaid.org.uk/>

<http://www.nat.org.uk/Publications/Teachers-resources.aspx>

<http://www.childbereavementuk.org/>

<http://www.winstonswish.org.uk/>

HOW?

P.S.H.E will be provided through:

- Discrete time eg. ‘Our Big PSHE Question’ time (see appendix 1) will be taught fortnightly (20 minutes after lunch). No formal recording of this will take place during 2019-20 (at the end of the year, this will be reviewed).
- Teaching through the curriculum/subjects eg. Healthy eating as part of science (see overviews)
- Assemblies, class assemblies, class discussions and circle time, including ‘The Big Question’
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- Events/ enrichment activities e.g. Mental health week, experience days, visitors, working with external agencies, etc.

Teachers will put an emphasis on ‘healthy, respectful relationships, focusing on family and friendships, in all contexts’, ensuring sensitivity so as to not stigmatise pupils based on their home circumstances. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Answering Difficult/Sensitive Questions

Staff will ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. Furthermore, school recognises that, at times, staff will be faced with ‘difficult/sensitive’ questions, and therefore, additional/specific guidance will be provided to staff (to ensure consistency and appropriateness of response).

School also recognises that some of the issues raised, within PSHE, may be of a particularly sensitive or embarrassing nature. To minimise this, staff will implement the following:

- At the start of each PSHE session, staff will provide pupils with an overview of what will be covered (and therefore prepare them so that they will know how to minimise any embarrassment they feel).
- No one (adult or pupil) will be expected to answer a personal question.
- Adults will ensure that pupils’ views are listened to and will encourage them to ask questions and engage in discussion, but no one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way*.
- Ground rules/clear parameters about what is appropriate and inappropriate will be discussed whole class.

- Adults should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the adult will have time to prepare answers to these before the next session.
- Adults should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If an adult is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher and the usual child protection procedures followed.
- Adults will answer questions sensitively, honestly and appropriate to the pupil's age (they should not be drawn into providing more information than is age-appropriate). Staff will be provided with additional and specific guidance to ensure responses are consistent*.

Vocabulary

**From Reception to Y3, any responses to pupils' questions will avoid using terminology/labels. Once pupils are in Y4, terminology/labels will be taught proactively.*

See vocab lists attached to overviews (appendices)

In the report, 'Not Yet Good Enough – personal, social, health and economic education in schools', Ofsted highlighted research carried out by The Lucy Faithfull Foundation. It indicates that, 'failure to provide high quality, age-appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and exploitation, particularly if they are not taught the appropriate language'. Therefore many schools will choose to teach vocabulary for external body parts, including penis and vagina from KS1, and introduce other related-vocabulary in KS2. As set out above, while education about sexual reproduction may not start until later, the imperative to keep children safe from abusive behaviours makes it essential for this language to be introduced early in their schooling.

Whenever schools choose to introduce this vocabulary, it is important that the needs, prior knowledge and maturity of the pupils is taken into account, and that schools work in collaboration with parents and carers who should be made aware of and are introduced to this vocabulary. Being open and honest about the words for genitalia will help to keep all pupils safe and is particularly important for supporting girls at risk of female genital mutilation (FGM). The summer holiday between leaving primary and starting secondary school is a risk period for girls at risk of FGM (and the practice can take place earlier than this) so this knowledge must come in good time.

Parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. Parents have been consulted during the development of this policy.

Working with Outside Agencies

Should other agencies be used, such as Fort Alice, Life Education Centres, discussions will take place beforehand to ensure that the visiting agency's values are in line with the schools and that they are aware of the school's policies.

Withdrawing from the subjects

Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

At our school, we **do** teach pupils sex education beyond what is required of the science curriculum. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), **parents have the right to request to withdraw their child from all or part of the sex education curriculum.**

Appendices

- Appendix 1 Our PSHE Big Questions
- Appendix 2 Relationships education overview
- Appendix 3 Health (mental) education overview
- Appendix 4 Health (physical) education overview
- Appendix 5 Sex education overview

Our PSHE Big Questions

	PSHE link	Rec-Y3	Y4-6 (Vocab: all of KS1 vocab +)
Autumn 1	Health (mental) Week 2-3	What does it mean to be old(er)? Vocab: Resource: Great Big Body Book p3-6, p11-12, p27-28	What does it mean to be old(er)? Vocab: responsibility, wisdom, respect Resource: Great Big Body Book p13-14
	Relationships (friendships) Week 4-5	What makes a good friend(ship)? Vocab: trust, truth, lie, listen, share, fair, telling tales Resource: Smeds and Smoos	Friend or foe? Vocab: tolerance, foe, communication, honesty, enemy, conflict, argument, resolution, problem, radicalisation Resource: The Great Big Book of Feelings
	Health (physical) Week 6-7	Do coughs and sneezes spread diseases? Vocab: germs, hygiene Resource: Great Big Body Book p19-20	Do coughs and sneezes spread diseases? Vocab: antibiotics, infection, virus, bacteria, prevention
Autumn 2	Health (mental) Week 1-2	What makes you worry? Vocab: worry, scared, Resource: The Great Big Book of Feelings pp19-20, 25-26	How do you deal with anxiety? Vocab: anxiety/anxious, stress, nervousness, fear, mental health, symptoms, stigma, well-being Resource: The Great Big Book of Feelings p25-26
	Relationships (online) Week 3-4	Who can you trust online? Vocab: stranger, sharing, safe	Should you make friends online? Vocab: predator, manipulation, control, deceit/deception, pseudonym, radicalisation, vulnerable
	Relationships (families) Week 5-6	What makes a happy family? Vocab: love, support, trust, help, rely, Resource: Great Big Book of Families p3-6, p29-32 Resource: Smeds and Smoos	Is blood thicker than water? Vocab: different types of families (step, half, widowed, divorce, separation, single-parent, cohabit, married),
Spring 1	Health (physical) Week 1-2	Is it ok to eat 'fast food'? Vocab: takeaway, (un)healthy, sugar	Is it ok to eat 'fast food'? Vocab: diet, balance, calories, obesity, nutrition, fats, convenience
	Relationships (respect) Week 3-4	Can girls play football? Vocab: equal, fairness,	Does your gender affect the job you choose, the sport you play, the way you are treated? Vocab: equality, stereotype, development, discrimination, opportunity, sexist Resource: Red - A Crayon's Story
	Health (mental) Week 5-6	How do you get what you want? Vocab: teamwork, individual, try, 3* effort	How do you get what you want? Vocab: assertive, passive, aggressive, emotional blackmail, collaboration, teamwork, drive, 3* effort, manipulate

Spring 2	Relationships (respect) Week 1-2	Does it matter what you look like? Vocab: size, shape, respect, make-up Resource: Great Big Book of Families p17-18 Resource: Great Big Body Book p7-8, 15-16 Resource: Smeds and Smoos	Can you judge a book by its cover? Vocab: prejudice/pre-judge, discrimination, respect, belief, opinion, make-up, media, body image, stereotyping, racist Resource: Great Big Body Book p9-10 Resource: Red - A Crayon's Story Resource: Smeds and Smoos
	Relationships (families) Week 3-4	Why do people choose to get married? Vocab: love, religion, belief Resource: Smeds and Smoos	Why do people choose to get married? Vocab: commitment, loyalty, love, expectation, pressure, forced marriage Resource: Smeds and Smoos
	Health (mental) Week 5	What makes you, you? Vocab: behaviour, attitude	What makes you, you? Vocab: character, personality, attributes, consistency, emotion Resource: The Great Big Book of Feelings
Summer 1	Health (physical) Week 1-2	Are you fit? Vocab: healthy, heart, pulse, diet, balanced Resource: Great Big Body Book p17-18, p21	Are there different types of fitness? Vocab: aerobic, anaerobic, stamina,
	Relationships (respect) Week 3-4	What is respect? Vocab: respect Resource: Smeds and Smoos	Should you respect your elders? Vocab: Resource: Smeds and Smoos
	Relationships (safety) Week 5-6	Is it ever ok to say no? Vocab: private, safe	Is it ever ok to say no? Vocab: safety, personal space, permission
Summer 2	Health (mental) Week 1-2	Is it ok for things to change? Vocab: different, same, move, forget, lose	How do we feel when there is change or loss? Vocab: death, bereavement, grief, sadness, lonely, guilt Resource: Great Big Body Book p29-30 Resource: The Great Big Book of Feelings p5-6, p13-14, p17-18
	Relationships (respect) Week 3-4	Is it better to be the same or different? Vocab: similarities, differences, individual, unique Resource: Great Big Body Book p31-32 Resource: Red- A Crayon's Story Resource: Smeds and Smoos	Is it better to be the same or different? Vocab: gender, LGBT+, homophobic, equality, tolerance Resource: Great Big Body Book p9-10, p31-32 Resource: And Tango Makes Three Resource: Red- A Crayon's Story Resource: Smeds and Smoos
	Health (mental) Week 5-6	Is it ever ok to lose? Vocab: first, last, best, worst, better, compare, winner, loser, try, effort	Does the 'winner take it all?' Vocab: competitive, cooperative, failure, resilience, mindset, bouncebackability, jealousy Resource: The Great Big Book of Feelings p27-28

Appendix 2

Relationships education overview

What, how and when?	Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe
Content – age appropriate	Parenting and family roles.	Self-image and self-esteem.	<ul style="list-style-type: none"> - Attraction to others. - The meaning of relationship-related terms such as “gay”. - Different relationship situations and scenarios in the world around them. - Becoming a teenager. - How relationships change. 	See Computing curriculum	My body – the right to protect
Events, Curriculum Links, Other			Nov: Anti-bullying week Fort-Alice (Y6)	Sept: Online safety week Feb: Internet safety day See Computing curriculum	
Our ½ termly PSHE Big Questions	1. KS1: What makes a happy family? KS2: Is blood thicker than water? 2. All: Why do people choose to get married?	1. KS1: What makes a good friend(ship)? KS2: Friend or foe?	1. KS1: Does it matter what you look like? KS2: Can you judge a book by its cover? 2. All: Is it better to be the same or different? <i>(including gender and sexuality)</i> 3. KS1: What is respect? KS2: Should you respect your elders? 4. KS1: Can girls play football KS2: Does your gender affect the job you choose, the sport you play, the way you are treated?	1. KS1: Who can you trust online? KS2: Should you make friends online?	1. All: Is it ever ok to say no?

<p>By the end of Y6, pupils will know:</p>	<ul style="list-style-type: none"> - 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 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. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 and the importance of keeping personal information private. - 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. - 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. - 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 (inclusive of that from search engines) is ranked, selected and targeted. - Where and how to report concerns and get 	<ul style="list-style-type: none"> - 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
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Appendix 3**Health (mental) education overview**

What, how and when?	Mental wellbeing						
Content – age appropriate	Loss (including death), separation, change, transition Emotions and Actions Worries, anxiety,						
Events and Links	Feb: Children’s Mental Health week						
Our ½ termly PSHE Big Questions	<table border="0"> <tr> <td>1. KS1: Is it ok for things to change? KS2: How do we feel when there is change or loss?</td> <td>4. KS1: Is it ok to lose? KS2: Does the ‘winner take it all?’</td> </tr> <tr> <td>2. KS1:What makes you worry? KS2:How do you deal with anxiety?</td> <td>5. KS1: How do you get what you want? KS2: How do you get what you want?</td> </tr> <tr> <td>3. All: What does it mean to be old(er)?</td> <td>6. KS1: What makes you, you? KS2: What makes you, you?</td> </tr> </table>	1. KS1: Is it ok for things to change? KS2: How do we feel when there is change or loss?	4. KS1: Is it ok to lose? KS2: Does the ‘winner take it all?’	2. KS1:What makes you worry? KS2:How do you deal with anxiety?	5. KS1: How do you get what you want? KS2: How do you get what you want?	3. All: What does it mean to be old(er)?	6. KS1: What makes you, you? KS2: What makes you, you?
1. KS1: Is it ok for things to change? KS2: How do we feel when there is change or loss?	4. KS1: Is it ok to lose? KS2: Does the ‘winner take it all?’						
2. KS1:What makes you worry? KS2:How do you deal with anxiety?	5. KS1: How do you get what you want? KS2: How do you get what you want?						
3. All: What does it mean to be old(er)?	6. KS1: What makes you, you? KS2: What makes you, you?						
Rec- Y2	Eg. moving home, losing toys, pets or friends, making new friends, new baby. Eg. growing from young to old and how people’s needs change; growing and changing and new opportunities and responsibilities that increasing independence may bring						
Y3-4	Eg. include transitions (between key stages and schools) loss, separation, divorce and bereavement (include different religions/views on death)						
Y5-6	See Y3/4. About what to expect in secondary school and to discuss any worries that they might have about this transition.						
By the end of Y6, pupils will know:	<ul style="list-style-type: none"> - 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 and nervousness. - The scale of emotions that humans experience in response 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, and 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. - How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others. - That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, 						

especially if accessed early enough.

Appendix 4: Health (physical) education overview

What, how and when?	Physical health and fitness	Healthy eating	Health and prevention	Staying safe	Changing adolescent body
Content – age appropriate	Heartbeat Sustained exercise	A balanced diet Food types	Handwashing Spread Looking after yourself (physically and emotionally) Drugs/tobacco/alcohol	Cooking/kitchen safety Road safety	Puberty Emotions Change
Events and Curriculum Links	Sports day See PE curriculum See science curriculum	See DT curriculum		See Computing curriculum (incl. e-safety)	
Our ½ termly PSHE Big Questions	1. KS1: Are you fit? KS2: Are there different types of fitness?	1. All: Is it ok to eat 'fast food'?	1. All: Do coughs and sneezes spread diseases?	N/A	N/A
Rec		Healthy eating	Dentist	Cookery Inside and outside school Farm safety Road safety Stranger danger Water safety	
Y1		Healthy eating Fruit salad		Cooking/kitchen safety	
Y2	Effects of Exercise	Diet	Hygiene		
Y3	Swimming	Sandwiches	Human life cycle – how do we stay healthy Food preparation	DT tools/equipment Water safety	
Y4	Taking care of their body		Bacteria and viruses - routines can reduce spread		
Y5				Kitchen/cooking safety Water safety	See above
Y6			Looking after yourself How diet, exercise and drugs affect the body	Bikeability?	See above

<p>By the end of Y6, pupils will know:</p>	<ul style="list-style-type: none"> - 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 by 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. 	<ul style="list-style-type: none"> - What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health. 	<ul style="list-style-type: none"> - 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 and viruses, how they are spread and treated, and the importance of hand washing. - The facts and science relating to immunisation and vaccination. - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<ul style="list-style-type: none"> - How to make a clear and efficient call to emergency services if necessary. - Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<ul style="list-style-type: none"> - 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 and key facts relating to the menstrual cycle.
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Appendix 5

Sex education overview

	NC science statutory requirements	Other
Y1	- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	- No mention of sexual body parts
Y2	- Notice that animals, including humans, have offspring which grow into adults	- They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
Y3	- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule.
Y5/6	<p>- Describe the life process of reproduction in some plants and animals. (including the joining of a sperm from the male and an egg from the female to enable an offspring, which has characteristics of both, to grow; the differences between internal and external fertilisation e.g. in terms of the larger number of eggs and sperm produced in external fertilisation and the greater risks from predators than internally fertilized young; viviparous and oviparous species (animals that have live births and those that lay eggs); Understanding what pregnancy and birth are, in the context of mammals in general, is a key aspect of learning both in terms of classification and for differentiating the life cycles of mammals from egg laying species).</p> <p>- Describe the changes as humans develop to old age. (including physical and emotional changes associated with puberty before they experience them, so that they have the correct information about how to take care of their bodies and keep themselves safe).</p> <p>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p>- Different types of reproduction - sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>- Biological names for various body parts/reproductive organs including penis and vagina.</p> <p>- The different words families may have for these body parts.</p> <p>- That women have babies and that in most animals, it is also the female that has babies.</p> <p>- About the way a baby grows in its mother's uterus.</p> <p>- That puberty is necessary in order for the body to be able to make babies.</p> <p>- That a baby is made when sperm from a man and a woman's egg joins.</p> <p>- That they were made by a sperm and an egg and therefore have some of the characteristics of each of their parents.</p> <p>- That girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby (include menstrual cycle)</p> <p>- To identify some of the changes which have already happened/will happen to their bodies (e.g. growing taller, Adam's apple) and accepting that they cannot change these.</p> <p>- About the importance of relationships, focussing on the development of friendships.</p> <p>- Laws in place to keep people safe (including the legal age for sexual consent is 16).</p> <p>- That having a baby is a choice which responsible adults make when they are with someone they love.</p> <p>The Sense DVD ('Puberty' and 'Sex' sections) is currently only used with Y6 pupils whose parents have chosen not to withdraw their children from this aspect of sex education. This goes beyond the science NC, and within this, pupils will be exposed to the following vocabulary: fallopian tubes, ovary/ovaries, , period, blood, discharge, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon, puberty, change, sex, grow, mature, private parts, genitals, vagina, labia, clitoris, breasts, egg, fertilise, womb, pregnant, condom, contraception, consent</p>

