

# Personal Development Policy, inc PSHE and RSE.

<p><b>Other Information:</b> 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 Transgender Policy</p>	<p><b>Legal framework</b> 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 - 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 (protected characteristics):</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Sex or sexual orientation</li> <li>• Race</li> <li>• Disability</li> <li>• Religion or belief</li> <li>• Gender reassignment</li> <li>• Pregnancy or maternity</li> <li>• Marriage or civil partnership)</li> </ul> <p>- 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' (DfE Statutory Guidance, 2019) - DfE (2013) 'Science programmes of study: key stages 1 and 2'</p>
<p><u>How does the Equality Act and PSED impact on Relationships/Health Education?</u> Schools are required to comply with relevant requirements of the Equality Act 2010. Chapter 1 of Part 6 of the Act applies to schools. As an example, Part 6 of the Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions or in how the school is run. The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. Excluding the content of the curriculum ensures that <b>schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic</b> State-funded schools are required, in discharging their functions, to have due regard to the need to: eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and <b>advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</b></p>	

## **Curriculum Intent**

Personal Development is an integral part of Ladybridge, and is interwoven into all aspects of their school life. As part of a whole school approach, Personal Development Education develops the qualities and attributes pupils need to thrive as individuals, members of their community, and as members of society. It encompasses an extensive range of skills, through a variety of topics, which prepares our pupils for life in modern Britain. These skills and attributes often can't be evidenced in books, but instead they can be seen through our pupils' behaviour, respect, and integrity.

Our Personal Development Curriculum includes Personal, Social and Health education (OUR Big Question) physical and mental well-being, Relationships and sex Education (RSE), and British Values (THE Big Question). Together, these provide our pupils with a sense of pride, belonging, as well as developing cultural capital, a strand which underpins all of our teaching and learning at Ladybridge.

## **Our School Community**

At Ladybridge, we serve a highly religious community, diverse in economic terms (with a significant % living in the most deprived areas), with an above average level of mobility. It is essential therefore, that our Personal Development curriculum supports the needs of our community, whilst meeting the aims of the National Curriculum. We value the role parents play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum.

Our Personal Development Curriculum has been developed with staff, governors and parents, for this reason. Pupils learn age-appropriate content, and acquire knowledge about healthy lifestyles, both physical and mental, healthy relationships, drugs and medicines, anti-bullying and British values. The curriculum is progressive, builds upon prior knowledge taught in previous year groups, providing a smooth transition into the next stage of their education.

## **Curriculum Aims**

Our Personal Development Curriculum focuses on developing our pupils':

- Interests and talents
- Character
- Next steps/ future successes

- Citizenship
- Understanding of equality and diversity
- Understanding of British values
- Awareness of mental health

**Our Personal Development curriculum aims to develop the following skills in all of our pupils.**

- Communication
- Interpersonal
- Organisation
- Problem-solving and resilience
- Self confidence
- Adaptability
- Integrity
- Work ethic
- Leadership

**Our Personal Development curriculum includes planned activities, visits, and themed days which:**

- promote pupils' spiritual, moral, cultural, and social development,
- enriches their lives and those of others, within their community and beyond,
- makes them proud of their British values and the diverse society of which they belong, play an active part in. as and contribute to.

**At Ladybridge, Personal Development is taught:**

- Discreetly as a weekly lesson (PSHE - OUR Big Question and THE Big Question)
- Through assemblies
- Class discussions and circle time
- As and when issues arise to meet the needs of our pupils
- Through cultural capital building activities e.g. educational visits and visitors and themed events.

## How do we teach Personal Development?

Our personal development provision, is the result of clear leadership and a shared ethos within our school community, a broad and balanced curriculum (see curriculum intent), along with high expectations of our pupils (see behaviour policy). All of the areas combined reflect the six character benchmarks, outlined in the character education framework.

<https://www.gov.uk/government/publications/character-education-framework>

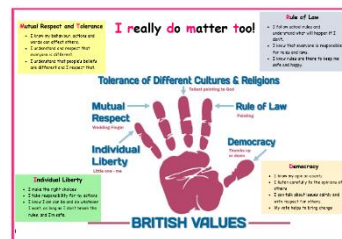
Below, you will find the main ways in which PSHE is taught at Ladybridge. However, some aspects connect with other areas of the National Curriculum. For example, In DT, pupils learn about healthy eating; in PE, pupils learn how to keep their bodies and mind healthy; in science, pupils learn about external body parts, how the body changes from birth through to old age; including puberty, and the reproductive process in some plants and animals. This aspect of the science curriculum is age appropriate, and is tailored to the physical and emotional maturity of pupils. It ensures that boys and girls are prepared for the changes that adolescence brings, both physically and mentally. Our broad and balanced curriculum also allows pupils to explore their interests and talents, gives pupils a voice in decision making, and provides opportunities to think about the next steps in their future.

### Character Building Days



### British Values

#### (THE Big Question)



### OUR Big Question (PSHE)



### Cultural Capital



### Extra Curricular



## **Character Building Days**

***Research suggests that enabling character traits can improve attainment, engagement and attendance, and can help drive equity and social mobility.***

Character building days are whole school events, involving pupils from all year groups. On these days, pupils will be encouraged to challenge themselves, take risks and enjoy problem solving. Pupils will take on a variety of tasks, based on a theme, with results from the day celebrated by all. These events aim to build character, and contribute to the SMSC development in our pupils, and prepare them for opportunities, responsibilities and experiences in later life (Character education Framework 2019). They support the development of self-esteem, coping skills, motivation and self-regulation.

## **THE Big Question**

The DfE state the need “to create and enforce a clear and rigorous expectation on all schools to promote fundamental British Values”. The five British values are:

- Democracy
- Rule of Law
- Tolerance
- Mutual Respect
- Individual Liberty

At Ladybridge, these values are taught in every year group, and are reinforced regularly through ‘THE Big Question’. Current issues, linked to British Values are discussed, and pupils’ views are challenged. Positive moral attributes are taught and learnt, and provide opportunities to develop empathy, honesty, generosity, and a sense of justice, alongside others. These questions are evidenced in ‘THE Big Question’ book. As well as being taught discreetly, British Values are integrated into life at Ladybridge, and children who demonstrate these values are rewarded with collective house points.

**“British Values means that in Britain, no matter what your background, you can fit in, you can succeed, and you can belong”, Amanda Spielman.**

## **Cultural Capital**

Through an extensive range of educational visits, visitors and themed days and events, we build on cultural capital, providing our pupils with the knowledge and exposure to experiences, that they may otherwise not have had. In turn, this knowledge will equip and prepare our pupils to become active and successful members of society.

## **Extra-Curricular**

At Ladybridge, we provide a range of extra-curricular clubs and activities to develop our pupils’ talents and interests. We take part in competitions, debates, and fundraising throughout the year to develop our pupils’ resilience and communication skills. Good relationships with parents, links with external

agencies, and community links, provide opportunities to further develop personal development skills. These include: oral health programs; community projects, and primary futures. We aim to provide high quality activities across a wide spectrum, creating a sense of pride, and belonging. Participation is enabled for all of our pupils.

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

Teachers will put an emphasis on 'healthy, respectful relationships, focusing on family and friendships on all contexts, ensuring sensitivity, so not to stigmatise pupils based on their home circumstances. Teachers will ensure that lesson content are centred around reducing stigma, particularly in relation to mental well-being. Lessons will challenge perceived views of pupils, based on protected characteristics, through exploration and developing their understanding of British Values, respecting those different to themselves.

## PSHE

### OUR Big Question (PSHE)

All pupils must be provided with an education that prepares them for adult life. Underpinning our PSHE curriculum, are the ten keys to happiness. These keys spell out 'GREAT DREAM' (<https://www.actionforhappiness.org/10-keys-to-happier-living>), and aim to develop our pupils' well-being. OUR Big Question is taught weekly as a discreet subject. 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 them with the knowledge they need to make good decisions about their own health and well-being. 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 gender segregated groups.

**LGBT inclusive** – Statutory Guidance says *“schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which school consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area, rather than delivered as a stand-alone unit. Schools are free to determine how this do this, and we expect all pupil to have been taught LGBT content at a timely point as part of PSHE”*

The delivery of LGBT content at Ladybridge, is taught through teaching about different types of families, including those with same sex parents. See appendicies for curriculum overview for Relationships, Health (mental and physical) and Sex education.

### 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.*

## **Withdrawing from the subjects**

Relationships and Health education are statutory in Primary Schools, 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 Big Questions

Appendix 2 – Resources

Appendix 3 – Relationships education overview






Appendix 4 – Health (mental) education overview








Appendix 5 – Health (physical) education overview






Appendix 6 – Sex education overview



## Appendix 1 – Our Big Questions

Autumn 1	PSHE link	Rec-Y3	Y4-6 (Vocab: all of KS1 vocab +)
	Health (mental) Week 2-3	What does it mean to be old(er)? <b>Vocab:</b> <b>Resource: Great Big Body Book p3-6, p11-12, p27-28</b> <b>Resource: I want to be</b>	What does it mean to be old(er)? <b>Vocab: responsibility, wisdom, respect</b> <b>Resource: Great Big Body Book p13-14</b>
	Relationships (friendships) Week 4-5	What makes a good friend(ship)? <b>Vocab: trust, truth, lie, listen, share, fair, telling tales</b>  <b>Resource: Smeds and Smoos</b> <b>Resource: You and me, p11 (Friendship)</b>	Friend or foe? <b>Vocab: tolerance, foe, communication, honesty, enemy, conflict, argument, resolution, problem, radicalisation</b> <b>Resource: The Great Big Book of Feelings</b> <b>Resource: You and me</b>
	Health (physical) Week 6-7	Do coughs and sneezes spread diseases? <b>Vocab: germs, hygiene</b> <b>Resource: Great Big Body Book p19-20</b>	Do coughs and sneezes spread diseases? <b>Vocab: antibiotics, infection, virus, bacteria, prevention</b>
Autumn 2	Health (mental) Week 1-2	What makes you worry? <b>Vocab: worry, scared,</b> <b>Resource: A cool kid like me, p 9-end</b> <b>Resource: The Great Big Book of Feelings pp19-20, 25-26</b>	How do you deal with anxiety? <b>Vocab: anxiety/anxious, stress, nervousness, fear, mental health, symptoms, stigma, well-being</b> <b>Resource: The Great Big Book of Feelings p25-26</b>
	Relationships (online) Week 3-4	Who can you trust online? <b>Vocab: stranger, sharing, safe</b>	Should you make friends online? <b>Vocab: predator, manipulation, control, deceit/deception, pseudonym, radicalisation, vulnerable, prejudice, discrimination, differences</b>
	Relationships (families) Week 5-6	What makes a happy family? <b>Vocab: love, support, trust, help, rely,</b>  <b>Resource: Great Big Book of Families p3-6, p29-32</b> <b>Resource: Smeds and Smoos</b> <b>Resource: Bad Day, Good Day</b>	Is blood thicker than water? <b>Vocab: different types of families (step, half, widowed, divorce, separation, single-parent, cohabit, married),</b>

Spring 1 	Health (physical) Week 1-2	Is it ok to eat 'fast food'? <b>Vocab: takeaway, (un)healthy, sugar</b>	Is it ok to eat 'fast food'? <b>Vocab: diet, balance, calories, obesity, nutrition, fats, convenience</b>
	Relationships (respect) Week 3-4	Can girls play football? <b>Vocab: equal, fairness,</b> <b>Resource: A cool kids like me, p1-9</b>	Should there be equal opportunities for all? <b>Vocab: equality, stereotype, development, discrimination, opportunity, sexist</b> <b>Resource: Amazing Grace</b>
	Health (mental) Week 5-6	How do you get what you want? <b>Vocab: teamwork, individual, try, 3* effort</b>	How do you get what you want? <b>Vocab: assertive, passive, aggressive, emotional blackmail, collaboration, teamwork, drive, 3* effort, manipulate</b>
Spring 2	PSHE link	Rec-Y3	Y4-6 ( <b>Vocab: all of KS1 vocab +</b> )
	Relationships (respect) Week 1-2	Does it matter what you look like? <b>Vocab: size, shape, respect, make-up</b>  <b>Resource: Great Big Book of Families p17-18</b> <b>Resource: Great Big Body Book p7-8, 15-16</b> <b>Resource: Stand Tall, Molly Lou Melon</b>	Can you judge a book by its cover? <b>Vocab: prejudice/pre-judge, discrimination, respect, belief, opinion, make-up, media, body image, stereotyping, racist</b> <b>Resource: Great Big Body Book p9-10</b> <b>Resource: Red - A Crayon's Story</b> <b>Resource: Smeds and Smoos</b>
	Relationships (families) Week 3-4	Why do people choose to get married? <b>Vocab: love, religion, belief</b>	Why do people choose to get married or not? <b>Vocab: commitment, loyalty, love, expectation, pressure, forced marriage</b> <b>Resource: Smeds and Smoos</b>
	Health (mental) Week 5-6	What makes you, you? <b>Vocab: behaviour, attitude</b>	What makes you, you? <b>Vocab: character, personality, attributes, consistency, emotion</b> <b>Resource: The Great Big Book of Feelings</b>
Summer 1 	Health (physical) Week 1-2	Are you fit? <b>Vocab: healthy, heart, pulse, diet, balanced</b> <b>Resource: Great Big Body Book p17-18, p21</b>	Are there different types of fitness? <b>Vocab: aerobic, anaerobic, stamina,</b>

	Relationships (respect) Week 3-4	What is respect? <b>Vocab: respect</b> <b>Resource: Smeds and Smoos</b>	Should you respect your elders? <b>Vocab:</b> <b>Resource: Smeds and Smoos</b>
	Relationships (safety) Week 5-6	Is it ever ok to say no? <b>Vocab: private, safe</b>	Is it ever ok to say no? <b>Vocab: safety, personal space, permission</b>
Summer 2 	Health (mental) Week 1-2	Is it ok for things to change? <b>Vocab: different, same, move, forget, lose</b>	How do we feel when there is change or loss? <b>Vocab: death, bereavement, grief, sadness, lonely, guilt</b> <b>Resource: Great Big Body Book p29-30</b> <b>Resource: The Great Big Book of Feelings p5-6, p13-14, p17-18</b>
	Relationships (respect) Week 3-4	Is it better to be the same or different? <b>Vocab: similarities, differences, individual, unique</b> <b>Resource: Great Big Body Book p31-32</b> <b>Resource: Stand Tall, Molly Lou Melon</b>	Should we all be the same? <b>Vocab: gender, LGBT+, homophobic, equality, tolerance</b> <b>Resource: Great Big Body Book p9-10, p31-32</b> <b>Resource: And Tango Makes Three</b> <b>Resource: Smeds and Smoos</b>
	Health (mental) Week 5-6	Is it ever ok to lose? <b>Vocab: first, last, best, worst, better, compare, winner, loser, try, effort</b>	Does the 'winner take it all?' <b>Vocab: competitive, cooperative, failure, resilience, mindset, bouncebackability, jealousy</b> <b>Resource: The Great Big Book of Feelings p27-28</b>

## Appendix 2 – Resources

### 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
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Local sources of support:

**Public Health nurse**

National sources of support:

[www.brooklearning](http://www.brooklearning.org.uk) (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/>

## Appendix 3 - Relationships Education

### 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"> <li>- Attraction to others.</li> <li>- The meaning of relationship-related terms such as “gay”.</li> <li>- Different relationship situations and scenarios in the world around them.</li> <li>- Becoming a teenager.</li> <li>- How relationships change.</li> </ul>	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? <b><i>(including gender and sexuality)</i></b>	1. KS1: Who can you trust online? KS2: Should you make friends online?	1. All: Is it ever ok to say no?

			<p>3. KS1: What is respect? KS2: Should you respect your elders?</p> <p>4. KS1: Can girls play football KS2: Does your gender affect the job you choose, the sport you play, the way you are treated?</p>		
<p>By the end of Y6, pupils will know:</p>	<ul style="list-style-type: none"> <li>- That families are important for them 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</li> </ul>	<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> </ul>	<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), make different choices, or have different preferences or beliefs.</li> <li>- Which 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 wider society they can expect to be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>- That people sometimes behave differently online, including 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, even when we are anonymous.</li> <li>- The rules and principles for keeping safe online.</li> <li>- How to recognise harmful content and contact online, and how to report these.</li> <li>- How to critically consider their online friendships and sources of information.</li> <li>- The risks associated with people they have never met.</li> <li>- How information and data is shared and used online and the importance of keeping personal information private.</li> <li>- That for most people, the internet is an integral part of life and has many benefits.</li> </ul>	<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.</li> <li>- 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> </ul>

	<p>that other children's families are also characterised by love and care.</p> <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 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>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- How to recognise who to trust and who not to trust.</li> <li>- How to judge when a friendship is making them feel unhappy or uncomfortable.</li> <li>- How to manage conflict.</li> <li>- How to manage different situations and how to seek help from others if needed.</li> </ul>	<p>by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- What a stereotype is, and how they can be unfair, negative or destructive.</li> <li>- The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>- About the benefits of rationing time spent online.</li> <li>- The risks of excessive time spent on electronic devices.</li> <li>- 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.</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 (inclusive of 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>	<ul style="list-style-type: none"> <li>- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who 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 and 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 seek advice, for example, from their family, their school and other sources.</li> </ul>
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## Appendix 4

### 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 style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">           1. KS1: Is it ok for things to change?            KS2: How do we feel when there is change or loss?            2. KS1: What makes you worry?            KS2: How do you deal with anxiety?            3. All: What does it mean to be old(er)?         </td> <td style="width: 50%; border: none;">           4. KS1: Is it ok to lose?            KS2: Does the ‘winner take it all?’            5. KS1: How do you get what you want?            KS2: How do you get what you want?            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? 2. KS1: What makes you worry? KS2: How do you deal with anxiety? 3. All: What does it mean to be old(er)?	4. KS1: Is it ok to lose? KS2: Does the ‘winner take it all?’ 5. KS1: How do you get what you want? KS2: How do you get what you want? 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? 2. KS1: What makes you worry? KS2: How do you deal with anxiety? 3. All: What does it mean to be old(er)?	4. KS1: Is it ok to lose? KS2: Does the ‘winner take it all?’ 5. KS1: How do you get what you want? KS2: How do you get what you want? 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"> <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 and nervousness.</li> <li>- The scale of emotions that humans experience in response to different experiences and situations.</li> </ul>		

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|  | <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, and 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>- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.</li><li>- 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.</li></ul> |
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## Appendix 5: 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
By the end of Y6, pupils will know:	<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 by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.</li> </ul>	<ul style="list-style-type: none"> <li>- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.</li> </ul>	<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> </ul>	<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>- 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 and</li> </ul>

	<ul style="list-style-type: none"><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>		<ul style="list-style-type: none"><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 and viruses, how they are spread and treated, and the importance of hand washing.</li><li>- The facts and science relating to immunisation and vaccination.</li><li>- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li></ul>		<p>key facts relating to the menstrual cycle.</p>
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## Appendix 6

### 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</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>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>- Laws in place to keep people safe (including the legal age for sexual consent is 16). - 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>
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Content specific for staff/parents

	Years 1-3	Years 4-6
<p>Relationships (families) Spring 2 Week 3-4</p>	<p>Why do people choose to get married? <b>Vocab: love, religion, belief</b></p>	<p>Why do people choose to get married or not? <b>Vocab: commitment, loyalty, expectation, pressure, forced marriage, LGBT+, homophobic, equality, tolerance</b> <b>Resource: Smeds and Smoos</b></p>
<p>Contextual sensitivities:</p>	<p>What if... PQ: about same sex marriage TI: Any (consenting) single adult who loves another (consenting) single adult can marry them in this country</p>	<p>Diversity of family types to include LGBT families; marriage/civil partnership may be between two people of same sex under <u>British law</u> In KS2 pupils could be taught the basics of what marriage is, and be told that under British law people of the same sex may also marry and choose to live as a family</p>
<p>Adult 'script' to support their responses</p>		<p>The majority of people who follow the teachings of (religion) may choose to live in families consisting of a man, woman and children. Some religious people will see this as a preferred way of living. <u>The law</u> in this country allows and respects the right of people to live in families such as this. However, the law also gives people the right to live in other families. You may come across families where two men or two women have chosen to live together or marry and bring up children</p>

		<p>together. That family is also allowed under the law in this country and we respect the rights of people to live in different families.”</p> <p>“If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.”</p>
<p>TQ: Teacher Question TI: Teacher Instruction</p>	<p>TQ: What is marriage? TI: Marriage differences eg. clothes, places, content, etc TQ: Why do people choose to marry?</p>	<p>TI: read /recap ‘Smeds and Smoos’ – focused listening on why they got married. TQ: Why did they get married? TQ: What were the challenges/choices they faced and are these similar to challenges in our country? (see contextual sensitivities and script) TQ: How would you feel if you faced those/similar challenges/choices?</p>

	Years 1-3	Years 4-6
<p>Relationships (respect) Summer 2 Week 3-4</p>	<p>Should we all be the same? <b>Vocab: similarities, differences, individual, unique, respect</b> <b>Resource: Great Big Body Book p31-32</b> <b>Resource: Stand Tall, Molly Lou Melon</b></p>	<p>Should we all be the same? <b>Vocab: gender, LGBT+, homophobic, equality, tolerance</b> <b>Resource: Great Big Body Book p9-10, p31-32</b> <b>Resource: And Tango Makes Three</b> <b>Resource: Smeds and Smoos</b></p>
<p>Contextual sensitivities:</p>	<p>What if... PQ: Peers: comments about ‘gender’ clothing, ‘gender’ activities? TI: Dress codes/rules eg. uniform = same=belong TI: In this country = freedom of choice (parental guidance)</p>	<p>That LGBT people (in school or more widely) may be subject to bullying or negative comments but that is wrong, how it might make them feel The impact of bullying or importance of respecting others could include examples of children in LGBT families</p>



		Stereotypes, and LGBT stereotype, along with the damaging impact of thinking about or treating people as stereotypes
Adult 'script' to support their responses		Under <u>British Law</u> , people's differences are protected (link to Equality Act)
TQ: Teacher Question TI: Teacher Instruction	TI: read/recap 'Stand Tall, Molly Lou Melon' TQ: What problems did Molly Lou face, and why? TQ: How do we solve these problems?	TQ: Read/recap 'And Tango Makes Three' – how does it relate to the question? TQ: What does it mean to be the same or different? And how does it feel? TI: Relate to appropriate change/examples in history. TQ: What can we/you do to ensure that being the same or different is ok and that people feel ok to be what they want? (see contextual sensitivities)

	Years 1-3	Years 4-6
Relationships (respect) Spring 1 Week 3-4	Can girls play football? <b>Vocab: equal, fairness,</b>	Should there be equal opportunities for all? <b>Vocab: equality, stereotype, development, discrimination, opportunity, sexist</b>
Contextual sensitivities:	What if... PQ: comments about other sports/activities – separate/mixed? TI: Rules (mixed/separate sports/activities) PQ: Family views differ? TI: People have different opinions; In this country = freedom of choice (parental guidance)	That LGBT people (in school or more widely) may be subject to bullying or negative comments but that is wrong, how it might make them feel The impact of bullying or importance of respecting others could include examples of children in LGBT families Stereotypes, and LGBT stereotype, along with the damaging impact of thinking about or treating people as stereotypes
Adult 'script' to support their responses		Under <u>British Law</u> , people's differences are protected (link to Equality Act)
TQ: Teacher Question TI: Teacher Instruction	TQ: Can girls play football? TQ: Can you explain the thinking behind your answers? TI: In this country.../Years ago...	TQ: Define E.O? TQ: Should there be EO for all?

		TQ: Can you think of examples when this is right or wrong? (eg. job roles, sport, education)
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	Years 1-3	Years 4-6
Relationships (respect) Spring 2 Week 1-2	Does it matter what you look like? <b>Vocab: size, shape, respect, make-up</b>  <b>Resource: Great Big Book of Families p17-18</b> <b>Resource: Great Big Body Book p7-8, 15-16</b> <b>Resource: Stand Tall, Molly Lou Melon</b>	Can you judge a book by its cover? <b>Vocab: prejudice/pre-judge, discrimination, belief, opinion, make-up, media, body image, stereotyping, racist, bias</b> <b>Resource: Great Big Body Book p9-10</b> <b>Resource: Red - A Crayon's Story</b> <b>Resource: Smeds and Smoos</b>
Contextual sensitivities:	What if... PQ: Peers: comments about size, colour, disability, etc. TQ: Is this right or wrong? TI: In this country = tolerance and respect for all.	That LGBT people (in school or more widely) may be subject to bullying or negative comments but that is wrong, how it might make them feel The impact of bullying or importance of respecting others could include examples of children in LGBT families Stereotypes, and LGBT stereotype, along with the damaging impact of thinking about or treating people as stereotypes
Adult 'script' to support their responses		Under <u>British Law</u> , people's differences are protected (link to Equality Act)
TQ: Teacher Question TI: Teacher Instruction	TI: Visualiser: Great Big Body Book p7-8, 15-16 TQ: Does it matter (related to examples from book)? TQ: Does it impact upon life choices?	TQ: What does this mean? TI: Read 'Red – A Crayon's Story' - listen out for when he is judged and how? TQ. Can you think of examples like the crayon? TQ: Have you ever been unfairly judged or have you ever judged unfairly?