



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

PSHE POLICY
(includes Relationships Education)

2023 - 2024

'Moor Park Primary is a Happy, Caring School where Everyone Matters'

Policy	PSHE Policy (including Relationships Education)
Blackpool Council model policy	None available <i>Blackpool & National procedures and guidance followed</i>
Reviewed by	Nicola Taylor & Helen Jefferson
Date	Autumn 2023
Approval level	Headteacher
Adopted	08/09/2023
Next review due	Autumn 2024

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Intent

“The evidence shows that PSHE education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.”
(DfE review of PSHE education impact and effective practice)

At Moor Park, our PSHE curriculum is the most powerful tool we can use to educate our children on how to be a good individual not only in school but also within the wider community. It focuses on developing the whole child in terms of their personal, social, health and economic wellbeing, enabling them to become valued members of our school and later on in their life, in a society which poses challenges. We know that being educated about relationships, health and well-being and living in the wider world will equip them with the skills needed to navigate these challenges successfully. We will work together to ensure all of our children are healthy, happy and emotionally aware so that they can achieve academic success.

The RSE curriculum is taught alongside PSHE and provides an accurate and age-appropriate content in two distinctive parts;

1. Relationships and Sex Education - about healthy, respectful relationships including online, family and friendships and the body, growing and changing, puberty and reproduction.
2. Health and Wellbeing – about physical and mental health and wellbeing and how to care for our own wellbeing and that of others.

Our children are dealing with increasing complex challenges as they grow so their knowledge and personal capabilities will develop as they learn content in our progressive curriculum.

The content covered in KS1 and KS2 will be age appropriate and give them the skills needed to look after and care for themselves and others and know how to ask for help and support where they need it. As part of the curriculum, we will educate the children about how to lead healthy and balanced lives, including online, so that they can lead happy and successful lives.

Implementation

The PSHE curriculum is implemented across school using the PSHE Association Question Based Scheme of Work. This covers the Programmes of Study set out for the RSE Curriculum.

The scheme of work focuses on 3 core themes;

Core theme 1 - Health and Wellbeing – Mental and Physical Wellbeing, Internet Safety and Harms

Core theme 2 – Relationships – Families, caring friendships, respectful relationships.

Core theme 3 - Living in the Wider World.

RSE Policy Statement

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010).

This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Moor Park Primary School we teach RSE as set out in this policy.

Our RSE curriculum takes into account the age, developmental stage, needs and feelings of our pupils. Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

For more information about our RSE curriculum please see our curriculum map in Appendix 1.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel safe and supported and able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions

Use of resources

Any teaching resources we use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Pupils are expected to engage fully with RSE and when discussing issues related to RSE, treat others with respect and sensitivity. The teaching of RSE in school will be monitored and evaluated through lesson observations and pupil surveys.

The Headteacher is responsible for ensuring that RSE is taught consistently across school. Teachers are responsible for teaching RSE. The teachers are supported to deliver RSE by the PSHE subject leader and through training. The headteacher may invite visitors from outside school such as school nurses or health professionals to provide support and training to staff teaching RSE.

Parents were consulted about the RSE policy and were given the opportunity to look at the RSE policy and make comments.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

PSHE Policy Statement

PSHE will be taught weekly in each Year Group and will be taught across school for a minimum of 30 minutes a week. PSHE lessons will either take the form of weekly timetabled lessons or off timetable days to explore a topic in more depth. Our provision for PSHE will also involve visitors to school to support the work we do, for example School Nurses, The Police and Fire Service and Blackpool Football Club Sport Coaches.

The approach and content will always be age appropriate but may vary depending on the needs of the pupils at any time. We will cover the Programmes of Study as set out by the DfE but there may be other areas which we feel as a school we should cover in order to meet the needs of our children. When teaching content regarding puberty and reproduction is to be covered in Year 5 and Year 6, parents will be invited into school for an informative meeting prior to any teaching and learning taking place.

The table below shows what the children are expected to cover in PSHE/RSE by the time they leave Moor Park Primary School.

Relationships Education

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring Friendships</p>	<p>Pupils should know</p> <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,

	<p>truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	<p>Pupils should know</p> <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), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

The remainder of the PSHE curriculum will ensure that by the end of Primary school;

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

	<ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol and Tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<p>Pupils should know</p> <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, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <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.
Changing adolescent body	<p>Pupils should know:</p> <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 including the key facts about the menstrual cycle.

PSHE will be taught using the PSHE Association Plans (see Appendix A) but these may be supported by ideas and activities from Circle Solutions, Headspace and other websites, published schemes and materials from outside agencies who liaise with our school. RSE will be taught using the Christopher Winter Project (CWP) resources. If external visitors are invited into school for Drugs and Alcohol Education, parents will be informed prior to any teaching and learning opportunities being offered to our children.

Across our Whole Curriculum

Where possible we will make cross-curricular links to other areas of our curriculum such as Computing, Design Technology, Science, Religious Education, Physical Education and Geography.

For Example;

Design Technology	Food Groups Healthy Eating and Balanced Diet
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	Making responsible food choices
Science	Healthy Eating Dental Health Puberty Reproduction in animals/humans (age-appropriate)
Religious Education	Stories and teachings from other religions which promote relationships, values and perspectives of the world.
Computing	Relationships Online Online Safety - Keeping ourselves and others safe online

**“Educating the mind without educating the heart is no education at all.”
Aristotle**

Self-Regulation/Self-Management

Through our curriculum, we want to teach our children to learn and behave in socially acceptable ways. This involves teaching children how to get along with others, how to change and grow and become more independent, how to manage big emotions and feelings and regulate their reactions to these. We want to teach our children how to manage their own behaviours in a range of situations by showing positive behaviours and attitudes, offering each other support and showing each other respect, taking responsibility for own actions and saying sorry. We will teach children about how to regulate emotions, thoughts and behaviours effectively in different situations so that they can manage stress, control impulses, self-motivate and work towards achieving academic (learning) goals. We will teach our children about strength of character so that they can be resilient and bounce back when faced with challenges. Teachers will develop and foster the attribute of resilience in our children.

Self-Awareness

Through our curriculum, we want to teach our children how to recognise our strengths so that we can be the best learner that we can be. We will teach our children about the importance of self-confidence and self-esteem and how this influences our physical and mental health. We will encourage our children to explore their sense of self and their own personal morals, values and beliefs, and what and who influences themselves and others.

Social Awareness

Through our curriculum, we will teach our children to develop key life skills like empathy, compassion and understanding of relationships. We know that a strong sense of social awareness can allow our children to deal with challenging situations because they can understand and empathise with other’s emotions.

Relationships

Through our curriculum, we will teach our children how to establish and maintain healthy and rewarding relationships through clear communication, active listening, cooperation, negotiating conflict positively and seeking help where needed. We also teach children about the benefits to physical and mental health of having healthy and rewarding relationships with their family and friends. We will explore the qualities of respectful relationships and ways to cope with challenging relationships and conflict. We will develop a strong sense of community.

Responsible Decision-Making

We know that educating our children about risks and how to protect themselves from dangers has a significant impact on their health and wellbeing. Through our curriculum, we will teach our children how to make constructive and respectful choices about their behaviours and interactions, in the real world and online.

The Moor Park Way

At Moor Park we want our pupils to develop and grow into responsible citizens who can be successful in life. We have worked with the children and our Class Councillors to create the Moor Park Way. The Moor Park Way is at the centre of our behaviour expectations. We believe that all children can follow the Moor Park Way and make the right choices.

We celebrate children who are following the Moor Park Way and showing characteristics such as kindness, perseverance, safety, respect, friendliness and who wear their school uniform with pride. Children who deserve special recognition for showing the Moor Park Way will be celebrated during our Celebration assembly every Friday.

All children who follow the Moor Park Way every day will be rewarded in class during Moor Park Time which takes place every Friday afternoon for 10 minutes. Children will participate in an activity with their class teacher. This recognises their hard work and effort during the week to follow the Moor Park Way.

We believe that all children can follow the Moor Park Way and they will be encouraged and supported to do so. Where children go above and beyond the Moor Park way they will be recognised and able to earn dojos for their house team.

Protected Characteristics

In line with the Equality Act (2010) we also have the responsibility to consider the need to foster good relationships across the protected characteristics of race, disability, sex, age, religion, sexual orientation, pregnancy, maternity, gender reassignment, marriage and civil partnership. This will be done through our topics with a consideration to age appropriateness.

We are all unique and special, our similarities and differences should be learnt from and appreciated. Understanding what discrimination means and what protected characteristics are supports children to promote messages of equality and stand up against stereotypes.

The nine protected characteristics are:

- age;
- disability;
- race;
- religion or belief;
- sex;
- sexual orientation;
- marriage and civil partnership;
- pregnancy and maternity;
- gender reassignment.

SEND

Our PSHE curriculum is inclusive of all children including those with special educational needs and this will be reflected in high quality planning and teaching which is differentiated to meet the needs for such pupils. As a school we will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice. We must also recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. These factors will be taken into account when planning and delivering PSHE lessons. Lessons will always be sensitive and developmentally appropriate.

Safeguarding

As many of the topics within PSHE allows children to discuss potentially sensitive issues, it is important that the children are made aware of how to raise concerns or make a report and how such a report may be handled whether the concern is about themselves, a friend or a peer.

All staff should be clear on how to handle a disclosure and should never promise a child that they will not tell anyone. If such a situation arises then the adult responsible will file a safeguarding report and notify the safeguard lead.

For those children who prefer not to speak out, but have questions, comments or a disclosure to make, all classrooms must have a box where pupils can post a note to the teacher which will be dealt with at an appropriate time.

It is also important that children are made aware of the Law when covering certain topics e.g. sharing images online as this will help them to know what is right and wrong in Law.

Right to withdraw

As Relationships education is compulsory for all KS1 and KS2 pupils, parents do not have the right to withdraw their children from these lessons. It is through these sessions, that children will learn how to function and cope with the many challenges faced in today's society. However, there may be times, towards the end of KS2 where lessons may have more of a focus on sex education, and in these circumstances, parents will be notified in advance and be given the opportunity to further discuss the content of these sessions with the teachers and/or the Headteacher. Parents have the right to request their child is withdrawn from some or all of the Sex Education lessons following a discussion with the Headteacher.

Impact (Assessment)

Moor Park will have the same high expectations of the quality of pupils' work in PSHE as for other curriculum subjects. Lessons will be planned to ensure that all children will be suitably challenged. Assessment may take the form of tests, written assignments, self-evaluations, discussions and pupil/parent surveys.

We will be accountable to Ofsted where inspectors will take into account a pupils' personal development, behaviour and welfare; and pupils' spiritual, moral and cultural development.

It is expected that, as a result of a rigorous PSHE curriculum that children will:

- Recognise and apply the British values of Democracy, Tolerance, Mutual Respect and Rule of Law and Liberty
- Demonstrate a healthy outlook towards school where attendance will be above the national average and behaviour will be good
- Mostly achieve age related expectations across the wider curriculum
- Develop healthy relationships with their peers and others, now and in the future
- Have respect for themselves and others
- Have a positive body image

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum map

Year Group	Term	Topic/Theme Details	Resources
<p>1</p> <p>Respectful Relationships /Being Safe</p> <p>Our Question What is the same and different about us?</p>	<p>Autumn 1</p>	<p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>Our children will learn;</p> <ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	<p>PSHE Association Belonging</p> <p>Medway Public Health Changing and Growing up</p> <p>PSHE Association Personal Identity</p>
<p>1</p> <p>Families and people who care for me</p> <p>Our Question Who is special to us?</p>	<p>Spring 1</p>	<p>Ourselves and others; people who care for us; groups we belong to; families</p> <p>Our children will learn;</p> <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<p>Medway Public Health Changing and Growing up</p> <p>PSHE Association Families</p>

Year Group	Term	Topic/Theme Details	Resources
2 Caring Friendships Our Question What makes a good friend?	Autumn 1	Relationships Friendship; feeling lonely; managing arguments Our children will learn; <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	
2 Respectful Relationships Our Question What is bullying?	Spring 1	Behaviour; bullying; words and actions; respect for others Our children will learn; <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	PSHE Association Consent

Year Group	Term	Topic/Theme Details	Resources
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<p>3 Caring Friendships</p> <p>How can we be a good friend?</p>	<p>Autumn 1</p>	<p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>Our children will learn;</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p>Medway Public Health Changing and Growing up</p>
<p>3 Families and people who care for me</p> <p>What are families like?</p>	<p>Spring 1</p>	<p>Families; family life; caring for each other</p> <p>Our children will learn;</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>PSHE Association Families</p>

Year Group	Term	Topic/Theme Details	Resources
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<p>4 Respectful Relationships /Being Safe</p> <p>Our Question How do we treat each other with respect?</p>	<p>Autumn 1</p>	<p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>Our children will learn;</p> <ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<p>Premier League Primary Stars – Play the right way (Inclusion)</p> <p>PSHE Association Consent</p>
<p>4 Health and Wellbeing</p> <p>How will we grow and change?</p>		<p>This is the content for Year 5. If it is deemed appropriate for individuals/small groups to encounter this, it will be discussed in a sensitive, age–appropriate way before they fully encounter this topic in more detail in Year 5.</p> <p>Growing and changing; puberty</p> <p>Our children will learn;</p> <ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings 	<p>Medway Public Health Changing and Growing up</p> <p>PSHE Association Physical Changes during Puberty</p>

		<ul style="list-style-type: none">• how personal hygiene routines change during puberty• how to ask for advice and support about growing and changing and puberty	Lucinda and Godfrey Resource
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Year Group	Term	Topic/Theme Details	Resources
<p>5 Online Relationships Being Safe</p> <p>How can friends communicate safely?</p>	Spring 2	<p>Relationships Friendships; relationships; becoming independent; online safety</p> <p>Our children will learn;</p> <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>PSHE Association Consent</p> <p>Think u Know – Play, Like , Share</p> <p>Google and Parent Zone – Be Internet Legends</p>
<p>5 Health and Wellbeing</p> <p>How will we grow and change?</p>	Summer 1	<p>This is the content for Year 5.</p> <p>If it is deemed appropriate for individuals/small groups it will be discussed in a sensitive, age–appropriate way before they fully encounter this topic in more detail in Year 5.</p> <p>Growing and changing; puberty</p> <p>Our children will learn;</p> <ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	<p>Medway Public Health Changing and Growing up</p> <p>PSHE Association Physical Changes during Puberty</p> <p>Lucinda and Godfrey Resource</p>

<p>5 Pupils should be taught in Science to: describe the changes as humans develop to old age</p>		<p>Science Curriculum Statutory Requirement Growth and development of humans, Puberty, Gestation periods, length and mass of a baby Our children will;</p> <ul style="list-style-type: none"> • draw a timeline to indicate stages in the growth and development of humans. • learn about the changes experienced in puberty. • work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. 	<p>Year 5 Science Curriculum Lucinda and Godfrey (Year 5 Resource)</p> <p>PSHE Association Physical Changes during Puberty</p>
<p>Pupils should be taught in Science to: describe the differences in the life cycles of mammals, amphibians, insects and birds describe the life process of reproduction in some plants and animals.</p>		<p>Science Curriculum Statutory Requirement Reproduction in Plants and Animals Our children will;</p> <ul style="list-style-type: none"> • find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. • 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. • try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. • observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. 	<p>Year 5 Science Curriculum</p>

Year Group	Term	Topic/Theme Details	Resources
6 Relationships Our Question What will change as we become more independent ?	Spring 1	Different relationships, changing and growing, adulthood, independence, moving to secondary school Our children will learn; <ul style="list-style-type: none"> • how growing up and becoming more independent comes with increased opportunities and responsibilities • how to manage change, including moving to secondary school • how to ask for support or where to seek further information and advice regarding growing up and changing 	
6 Relationships Our Question How do friendships change as we grow?	Autumn 1	Different relationships, changing and growing, adulthood, independence, moving to secondary school Our children will learn; <ul style="list-style-type: none"> • how friendships may change as they grow and how to manage this • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for 	PSHE Association Managing Changes during Puberty (Year 6) Medway Relationships and Sex education – Year 6

Note; Children should have already learned about puberty in year 5, but they will have the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made in Year 6.